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ABSTRACT

This user's guide for professionals using Project Lifelong Learning staff development modules is designed to accompany the documentary on lifelong learning in the family, one of three half-hour television documentary programs intended for broadcast and for general public discussion activities. It introduces the project, the purpose of which is to inform people about successful ways to work toward reaching National Education Goal 5: adult literacy. Information follows on use of the package elements: public service announcements (PSAs); documentary, overview of staff development, and indepth staff development videos; readings; suggested discussion questions; ideas for implementing the strategies; bibliography; and resources. In the "Readings" section, an overview of the family literacy context describing the goal of family literacy programs is provided, followed by descriptions of programs in the video and their selection; and readings on the strategies defining what each means and why each is important. The five strategies are as follows: meet learner's needs, develop support for lifelong learning, accommodate learner differences, develop higher order skills, and enable learners to use all language processes in their lives. The 11 discussion questions are followed by ideas for implementing strategies. A bibliography lists 211 readings on literacy and lifelong learning in general and on the strategies. A subset of the readings is annotated. The resources section lists 21 organizations and 9 clearinghouses. Abstracts describe their goals, activities, and services. A newsletter/directory on the history and background of PSAs produced for literacy awareness completes the package. (YLB)

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Project Lifelong Learning

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PROJECT LIFELONG LEARNING: FOR THE FAMILY

USER'S GUIDE

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Introduction to Project Lifelong Learning: for the Family

Purpose of the Project

The purpose of Project Lifelong Learning is to inform people about successful ways to work toward reaching National Education Goal #5:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Project Lifelong Learning shows five key ways, or **strategies**, that programs can use to help adults and children become lifelong learners. The five strategies are:

- Meet the needs of the learner;
- Develop support for lifelong learning;
- Accommodate learner differences in the program;
- Develop higher order skills, such as problem solving and decision making; and
- Enable learners to use all language processes (reading, writing, speaking, and listening) in their lives.

The strategies were selected after reviewing the literature in adult education and related fields, and after conducting interviews with a 15-member advisory panel and more than 25 other nationally known experts in those fields. While this package focuses on adult learners, the strategies are very important in a family literacy setting. The strategies apply to young learners as well as adults. And, when children see adults who are enthusiastic about learning and who make a lifelong commitment to learning, they are more likely to become lifelong learners as well. The strategies are flexible enough to be adapted to a variety of family literacy program settings.

The research suggests that adults learn best when learning addresses their goals, aspirations, and problems. Active, hands-on learning using realistic situations and materials helps learners make the important connection between "learning in a program" and "doing in life." Thus, Project Lifelong Learning was developed around three **contexts** that provide meaningful learning experiences for adults: the family, the community, and the workplace.

About This Package

This package addresses the family context. The package is intended to help the public and family literacy practitioners learn about the strategies and how they can be implemented, and about ongoing family literacy efforts that use the strategies. It includes:

- **Six public service announcements (PSAs),** each approximately 30 seconds in length. Three of the PSAs showcase lifelong learning efforts across the country. Each of the other three showcases a successful adult learner who has benefited from these efforts. Two of the PSAs, one showcasing efforts and one showcasing a learner, focus on the family literacy context; the other four PSAs focus on workplace and community efforts. **Two versions of each PSA are on the tape.** One version includes the following tag line: For information, write P.O. Box INFO, Pittsburgh, PA, 15213. The other version has no tag line to allow local programs to add their own information.

- **A documentary video,** approximately 28 minutes in length. The documentary video is a collage of the strategies in action. It tells the story of three family literacy programs around the country that are working toward achieving National Education Goal #5.

- **An overview staff development video,** approximately 28 minutes in length. The overview staff development video provides a broad understanding of each strategy through examples from family literacy programs around the country.

- **An in-depth staff development video,** approximately 28 minutes in length. The in-depth staff development video provides more information about how family literacy programs around the country have put the strategies into place.

- **Readings.** Readings are provided to give users more information about the family literacy context, the programs featured in the videos, the strategies, and how they can be implemented.

- **Suggested discussion questions.** A series of discussion questions is provided to get viewers thinking about the strategies, why they are important, and how they can be applied in their own and other programs.

- **Ideas for implementing the strategies.** Ideas for implementing the strategies are provided in a checklist form.

- **Bibliography.** Since the readings provided in this User's Guide can only provide limited information, a list of readings on literacy, lifelong learning, and the strategies is provided. Many of the readings listed deal directly with family literacy. A subset of the readings is annotated.

- **Resources**. A list of resource organizations and clearinghouses is provided. Abstracts describe their goals, activities, and services.

Two parallel packages for the community and the workplace contexts are available from WQED, 4802 Fifth Avenue, Pittsburgh, PA, 15213.

How This Package Might Be Used

The PSAs can be used to inform the general public about lifelong learning efforts and success stories. Users may take the PSAs to local television stations, including network affiliates and cable stations, for local broadcast. Either the versions with the "write P.O. Box INFO" tag line or those with no tag line may be used. Users can ask local stations to add local referral information to the versions with no tag line. For example, a coalition of local providers might add their addresses and telephone numbers in the tag line. If the version with the "write P.O. Box INFO" tag line is used, viewers who contact Box INFO will be referred to local resources.

The other materials in the package are most effectively used by a group led by a facilitator. The facilitator can guide the group through the discussion questions and accompanying readings before and after viewing the videos in order to get the group thinking about the strategies, why they are important, and how they can be applied in their own and other programs. An organization or group that wishes to use the package may choose a member to be the facilitator. Or, an individual may identify a group that would benefit from the package, and organize one or more group meetings around the package. For example, an administrator of a family literacy program may decide to use the package with teachers in the program.

All three videos and the accompanying materials may be used in sequence (documentary, overview staff development video, in-depth staff development video) over a period of three or more sessions. When used in sequence, the products add new information to that learned in the previous session. However, groups may also choose to use only one or two of the videos and the accompanying print materials, depending on their goals. For example, those who are interested in learning about how some programs nationwide implement the strategies might watch only the documentary video and use only some of the accompanying discussion questions and readings. Those who are interested in learning about the strategies may use the overview staff development video and appropriate discussion questions and readings. Those who are interested in learning about the strategies and how they can apply them may watch the overview and in-depth staff development videos, use the appropriate discussion questions and readings,

then use the checklist of ideas for implementing the strategies to assess the extent to which they already use the strategies, and to learn further ideas for implementing the strategies. The bibliography may be copied and distributed to group members so that they can use it to further research the strategies.

Obviously there are many ways to use the videos and accompanying print materials provided in the user's guide. How these materials are used depends upon the expertise and goals of a group. A facilitator can select materials and conduct a session or sessions appropriate to the needs of a group.

Information for the Facilitator

The facilitator acts as a guide for helping other viewers learn about the strategies, why they are important, and how they can be applied in family literacy programs. By studying and selecting video and print materials carefully, the facilitator can create a session that is meaningful and useful to a particular group and situation. The facilitator's role includes:

1. **Preparing for the session:** previewing the videos and all accompanying print materials; selecting materials to use depending upon the group's goals and expertise.

2. **Running the session:** introducing the session; showing the video or videos; posing discussion questions; guiding the discussion; distributing materials (such as the checklist of ideas for implementing the strategies, readings, bibliography, or resource list).

The following section provides more detailed information on the video and print materials in the package and how they might be used by the facilitator. The materials are designed so that video, print, and group interaction can be combined into a variety of presentations to meet the needs of different audiences.

- The **documentary video** presents the efforts of three family literacy programs across the country to move toward National Education Goal #5. It can be used with audiences unfamiliar with ongoing family literacy efforts.

- The **overview staff development video** introduces the five strategies and why they are important through narration, video clips from programs, and interviews with staff and students involved with the programs. It can be used to introduce the five strategies and why they are important.

- The **in-depth staff development video** provides information on ways that the five strategies can be applied, through narration and examples from programs. It can be used to illustrate how family literacy programs can implement the strategies.

- Four types of **readings** are included. The readings may be used by the facilitator to prepare for the sessions, and may be duplicated and distributed by the facilitator during the session.

  The Overview of the Family Literacy Context describes the goal of family literacy programs and broadly characterizes efforts in the field.

  About the Programs Featured in the Videos describes how the programs were selected and gives a brief description of programs highlighted in the videos. A list of all programs that provided footage for Project Lifelong Learning is included.

  Readings on the Strategies define what each strategy means and why each is important. It embellishes the information provided in the overview staff development video.

  Readings on Implementing the Strategies give ideas for ways the strategies can be applied in programs. Examples of each way appear in the in-depth staff development video.

- **Discussion questions** are designed to build on each other. The first few questions get participants talking about lifelong learning and how it might help adults. Questions later in the list encourage participants to talk about the strategies, why they are important, and how they might be applied in family literacy programs. The last few questions encourage participants to consider how they currently implement the strategies in programs, and how they might implement strategies they do not currently use. The facilitator can choose appropriate questions from this list depending on the audience and its goals.

- **Ideas for implementing the strategies** give more detailed suggestions on how to apply the strategies. The list may be used by the facilitator to prepare for the sessions. It may also be duplicated and distributed to group members. They may use it to assess the extent to which they already use the strategies, as well as to get ideas for implementing strategies that they may not currently be using in their programs.

- The **bibliography** section may also be used by the facilitator to prepare for the sessions, or may be copied and distributed to group members at the end of the sessions.

- The **resources** section includes a list of organizations and clearinghouses. The facilitator may distribute copies to the group at the end of session or series of sessions to enable group members to conduct further research on their own.

READINGS

Overview of the Family Literacy Context

Parents and other adults (such as relatives or primary caregivers) have a fundamental and important influence on the development of the children in their lives. Family literacy programs build on this relationship by working to improve adults' literacy and learning skills for their own sake, as well as to help them nurture and develop children's skills. When children see that adults in their lives are lifelong learners, they are likely to become lifelong learners as well.

Although family literacy is just beginning to emerge as a field of study, there already exists great diversity in practice. Programs vary in size from major, comprehensive efforts that serve whole families, to smaller efforts that work to incorporate family literacy into a program in some way. Programs also vary in their settings, philosophies, and purposes. This diversity is important because what works for one program, community, or group of families may not work for others.

There are a variety of program models but this project addresses only those that directly serve adults. The goals of these programs vary from developing literacy skills, to promoting family development by working on parenting skills and addressing family concerns, to providing extensive human services and skills development for "at-risk" families.

In some of these programs children receive no direct program services. Such programs may develop family literacy curricula to encourage adults to read to children, or improve the skills they need to do so. They may provide opportunities for parents to discuss parenting concerns. Such efforts include those of employers who sponsor programs in the workplace to address workers' parenting concerns. Programs such as these are adaptable to a variety of settings and budget constraints. In other programs both adults and children directly receive program services. These programs are intensive in design and most effective when adequate funding is available. Programs funded under the federal Even Start legislation, for example, integrate early childhood education and adult education services.

Many diverse agencies and institutions are involved in the family literacy movement. They include adult education programs (from basic to college level); community-based organizations (such as local literacy programs); federal programs (such as Even Start, Head Start, and the Family English Literacy Programs); libraries; public school districts; citizen groups; national organizations (such as Wider Opportunities for Women); business and industry; and foundation-supported programs such as those sponsored by the National Center for Family Literacy. Many family literacy programs rely on formal partnerships or informal collaborations among a number of agencies and organizations such as these.

About the Programs Featured in the Videos

Potential sites to be included in the videos were identified through discussions with the 15-member advisory panel and experts in family literacy, and by researching newsletters, such as *National Center for Family Literacy,* that report up-to-date activities in the field. In order to be selected programs had to address real life learning needs and goals of learners and use one or more of the strategies. The programs also had to be active at the time the videos and supporting materials were being developed and had to be accessible by video crews. Programs that were finally selected for Project Lifelong Learning (across all three contexts: workplace, family, and community) represented: 1) a variety of geographic locations (across the U.S., with a mixture of urban and rural settings); 2) a variety of physical settings (such as community learning centers, community colleges, or homes); 3) efforts to serve a variety of racial and ethnic populations; 4) lifelong learning efforts, as well as those that focused strictly on literacy; 5) efforts by volunteer as well as professional staff, and 6) efforts supported by a variety of funding sources (including the government, corporations, and foundations, among others). The programs featured in the *Project Lifelong Learning: For the Family* video series include:

• **The Parent Readers Program** at New York City Technical College, Brooklyn, New York, provides adult students at the college and other adult members of their families with the opportunity to develop good reading strategies, while at the same time developing their abilities to pass those strategies along to their children. A series of three workshops focuses first on instructing parents how to apply strategies while reading children's books aloud, then on helping parents apply the same strategies to adult selections.

• **Project Even Start** in Waterville, Maine, is a home-based family literacy program. A primary education teacher, an early childhood education teacher, and an adult education teacher separately visit participating families' homes weekly to provide instruction to parents and children under the age of eight. Parents set the course for their individual learning. While many parents in the program begin by working to obtain their General Educational Development Certificate (a high school equivalency diploma), project staff broaden the focus of instruction to include family, parenting, and school concerns at the parents' request. Parents set the course for the program in general, as well: they are expected to participate in parent meetings and pot luck suppers where planning for other group activities occurs. Two parents are members of the Advisory Council. The staff at Waterville Even Start keep each other informed and coordinate program and instructional activities through weekly staff meetings. They are committed to on-going staff training in order to meet continuously the needs of the families participating in the program.

• **The Family Tree Project** in Mesa, Arizona, serves the learning needs of local parents and their children. In several Mesa schools, parents take part in classes while their three- and four-year-old children participate in preschool activities in a nearby classroom. Parents also participate in discussion sessions that enable them to focus on and receive help in dealing with family and parenting issues. The classes and discussion sessions help parents develop literacy and language skills that will help them meet their needs as parents, workers, and community members. The parents also spend a portion of each day volunteering in the schools, which enables them to develop self-esteem, and a relationship and familiarity with the school, and provides opportunities for them to develop skills that will be transferable to a job setting. Program staff provide opportunities to assist parents and children as they interact together through P.A.C.T. (Parents And Children Together) time during the school day and with supporting home visits.

• The **Indianapolis Even Start** program illustrates how support services can be provided to families in programs. The program operates at two sites in Indianapolis: a school and an adult education center. Parents and children come to the sites together via transportation provided by the program. Once at the site, they either receive breakfast or lunch, depending on whether the participants are in the morning session or in the afternoon session. Parents then take part in classes while their children participate in preschool activities nearby. Parents spend the last half-hour of the day in their children's classrooms. Once a week, parents participate in an hour-long support group session led by a social worker. Speakers from outside the program are often invited to these sessions. One day a week, program staff visit families in their homes to engage children in age-appropriate activities with their parents and other adults to reinforce classroom activities and the caregiver's role as teacher. In this process, items found in the home are used to stimulate learning.

• **Appalachian Communities for Children (ACC)**, located in Annville, Kentucky, brings adults and families from two rural counties of Kentucky together in a variety of community education settings. ACC strives to meet learners' needs and build on the strengths learners bring to programs. Learners are encouraged to share their cultural heritage and sense of community history as they develop their literacy and learning skills. The organization has worked with family resource centers to increase family and community involvement with schools through activities such as community heritage projects. For example, in a joint project with the Goose Rock Family Resource Center, adults worked with sixth graders from the local school. The adults collected herbs, flowers, and plants that grow in the Kentucky woods and noted their uses. The sixth graders accompanied the adults on a field trip, then helped to develop a display for their school. ACC also sponsors programs at the Clay County Learning Center that draw heavily on

community heritage: for example, crafts classes offered at the Center provide the springboard for a variety of writing activities.

Additional footage in the videos is provided by the following programs: the Adult Education Program of the State Regional Correctional Facility at Mercer, Pennsylvania; Alpena Community College's Workplace Partnership Project, Alpena, Michigan; the Arlington Education and Employment Training Program (REEP) of the Arlington (Virginia) Public Schools; the Center for Employment Training, San Jose, California; The Learning Bank of COIL (Communities Organized to Improve Life) Inc., Baltimore, Maryland; Literacy Volunteers of New York City, Inc.; Project READ, South San Francisco, California; and The Seafarer's Harry Lundeberg School of Seamanship, Piney Point, Maryland.

Strategy #1: Meet the Needs of the Learner

To meet the needs of the learner, **family literacy programs must ensure that learners see how learning is meaningful and can be used in their lives.** Programs must ensure that learners feel comfortable as they participate. Many adult learners left school and do not persist in adult learning programs because they do not see how school or program activities are relevant to their lives. They may have developed negative attitudes toward schooling due to these experiences. Family literacy programs should help adults discover how learning "this time around" is a positive way to get the skills they need to meet the demands of daily life, primarily as parents or caregivers, but also as spouses, workers, and community members. This will keep adults enrolled in the program, show them the connection between learning and their lives, and get them (and their children) on the road to becoming lifelong learners.

Programs can do this by addressing the goals and problems that adult learners bring to the program. For example, a parent may want to be more active in his or her child's schooling, because he or she believes that this way the child will stay in school. Another parent may want to finish his or her education in order to pursue a career. Programs should discover the needs of individual learners and work to meet those needs. As families remain involved in a program over time, their needs, goals, and desires change. The family situation may change. For example, there may be a change in a learner's marital or economic status. Or, learners may change as they progress through the program, meeting new challenges and experiencing success. Programs must adapt to changing problems, needs, goals and desires of families over time.

Programs can also rely on non-traditional instructional methods within the program, rather than more traditional methods adults experienced as part of their previous schooling. For example, programs may keep adults' interest by relying on methods such as parent discussion groups, computer writing lessons, or encouraging learners to tutor each other, rather than focusing solely on such traditional methods as lecturing or individual work in workbooks.

How Can Programs Implement Strategy #1: Meet the Needs of the Learner?

Use a Learner-Centered Approach

In programs that use a learner-centered approach, program staff understand that learners know their own strong areas and learning needs better than anyone else. Staff respect learners' knowledge and experiences. Learners have active input into all aspects of the program. They guide the course of their own programs. Staff ask learners about their needs and goals when they enroll in the program and periodically thereafter. Staff work to get to know individual learners and families in order to help better understand their life situations and how those situations influence their needs and goals. These needs and goals are addressed in instruction. For example, a teacher may guide a parent as he or she does research into brands of child-safety seats for a car, in order to find a model that is safe and inexpensive. During instructional activities, learners have a substantial amount of input, control, and responsibility. Learners also have a say in how the program is designed and run. There may be a parent advisory panel that guides program activities and advises on decisions made by program staff.

Embed Instruction in a Relevant Context

Family literacy programs that meet the needs of learners introduce new skills and knowledge that are meaningful to adult learners and families. This often means programs focus on teaching skills and knowledge that help adults solve family or parenting problems or that will improve life for the family. Real situations that adults find themselves in provide a springboard for instructional activities, and provide materials to be used during instructional activities. For example, a parent and the parent's teacher may role-play in preparation for meeting with a child's teacher. A note from school can be brought to the instructional session so that a parent can work with the teacher on developing a response (perhaps a written note back to the child's teacher).

Offer Non-Traditional Instruction and Delivery

Family literacy programs that meet the needs of the learner often use "non-traditional" instruction and delivery methods. Non-traditional instruction is different from the kinds of instruction many adult learners experienced in the past. It offers learning tools, situations, and relationships that adults probably did not experience in their previous schooling. Non-traditional instruction and delivery may include:

- small group instruction;
- technology-based instruction;
- cooperative learning and peer tutoring;
- peer tutoring, where students work together;
- distance education.

Technology-based instruction, including computer-assisted and computer-based instructional programs, instructional and interactive video, are important because the ability to use and interact with technology in everyday life, especially in the workplace, is fast becoming a necessary skill. Technology-based instruction helps learners develop basic and higher order skills while they learn to use new technologies. Learners may work individually, in pairs, or in small groups, using technology as a tool for instruction.

Cooperative learning and peer tutoring represent new ways for learners to interact with teachers and peers in an educational environment. Learners and teachers interact on an equal footing in cooperative learning. In peer tutoring, learners, rather than instructors, facilitate each others' learning.

In distance education, various media are used to provide communication between learners and teachers who are not at the same location. Educational television, teleconferencing, or newspaper lessons form the basis for interaction between teachers and learners.

Strategy #2: Develop Support for Lifelong Learning

To develop support for lifelong learning, **family literacy programs must form partnerships and strengthen connections among providers in the community.** They must provide support service to families in the program. In the past, only a small percentage of adults took part in lifelong learning activities, mostly well-educated, white collar professionals. But as society changes and becomes more complex, lifelong learning for all adults will be more important than ever.

All organizations, groups, and institutions that have resources to support lifelong learning, including information, money, time, facilities, or advocacy, should work together to support lifelong learning. These organizations, groups, and institutions include the education system (public and private schools, higher education, and adult education), libraries, human service providers, business and industry, public services, community organizations, citizen groups, local, state, and federal governments, and families. The cooperation and resources of all such agencies, programs, and institutions are important for two reasons: 1) to provide a wide range of services and supports to learners with different needs and goals, and 2) to increase communication among providers, decrease duplication of services, and provide better coordination so adult learners can make the most of available services. Family literacy programs should work with other community agencies to develop support for lifelong learning.

Support services, such as child care, transportation, job skills development, counseling, and moral support, should be provided by programs. Many adult learners do not take part in or make the most of the educational opportunities available to them due to barriers such as lack of child care, transportation, or moral support. Support services help remove such barriers and increase parents' opportunities for participation. Family literacy programs should provide a variety of such support services to families.

How Can Programs Implement Strategy #2: Develop Support for Lifelong Learning?

Form Partnerships and Strengthen Connections Among Providers

Family literacy programs that develop support for lifelong learning work with other organizations in the community to provide comprehensive services to learners and families. By communicating and working with other community organizations, a program can direct learners and families to learning opportunities and services beyond those which it provides. For example, parents enrolled in a family literacy program may decide that they would like to pursue job training in order to obtain a better job. The family literacy program they are enrolled in may direct them to a community college job training program. Family literacy programs that are unable to provide transportation to their learners may make arrangements with a local volunteer center that can provide transportation. Without such linkages, learners may be unaware of all the learning opportunities and services available to them and their families. When such linkages are provided, learners make the most of the services available to them. By communicating with and working with other community organizations, programs can also eliminate duplication of services, thereby helping to conserve resources and improve services. When several programs coordinate transportation services for their clients, for example, the resources and energies that were expended by staff in each program to coordinate their own transportation can be directed to other efforts. This allows each program to focus on the services it is best equipped to provide, ultimately strengthening all of the programs involved.

Offer Support Services

Family literacy programs can develop support for lifelong learning by providing support services to learners and their families. Programs may provide on-site child care, for example, or offer breakfast or lunch. Some programs may make counselors available to learners to help them adjust to changes that occur in their lives as a result of being enrolled in the programs. Such services help to relieve some of the learners' worries and responsibilities, and allow learners to focus on learning. Programs may provide such services on their own, or if this is not possible, they may collaborate with other agencies to provide support services.

Strategy #3: Accommodate Learner Differences in the Program

To accommodate learner differences, **family literacy programs must work to understand and respond to the differences among learners**. Every learner comes to a family literacy program with his or her own unique qualities, background, beliefs, values, language, and experiences. These differences might affect learner participation in a family literacy program, where learners' identities and child rearing practices are so closely tied to their backgrounds and experiences. Programs can respond to learner differences by:

- organizing services so they address cultural and ethnic differences. Attitudes, values, and beliefs about schooling, parenting, and nutrition are culturally determined to a great extent and they vary among adult learners. Mothers from one culture may be very openly affectionate with their children while mothers from another culture may be more reserved with their children. Adults from cultures that do not highly value formal education may reflect these values in the program. They may exhibit behaviors or say things that might be interpreted as a "bad attitude" but are instead a reflection of their cultural values.

- organizing services so they address special needs. A learner may have a vision or hearing problem or a physical impairment that requires accommodation in the program. A parent may have a learning problem that affects how he or she learns, such as difficulty following directions or a problem with screening out background noise while trying to work. Adults may have learning preferences, preferring to figure something out on their own rather than listening to someone tell them about it. Age differences create unique learning needs: parents with adolescent children probably have different needs than parents with preschoolers. Environmental circumstances may also create special needs: for instance, a family that lives in a rural area may not have transportation easily available.

Family literacy programs must become aware of the differences and needs specific to enrolled families. They must respond to those differences in the program: for example, making sure that program staff learn sign language when a family with deaf parents enrolls in the program. When programs respond to the needs of families, adults are more likely to remain in the program.

How Can Programs Implement Strategy #3: Accommodate Learner Differences in the Program?

Develop Sensitivity to Learner Differences

Family literacy programs that accommodate learner differences in the program work to discover the cultural, social, and educational history of each learner, and what life is like currently for each learner. This includes finding out what learners consider to be their strong points, how they learn best, how they did and did not learn in the past, and how they would like to learn. It includes asking learners to talk about barriers that may be keeping them from fully participating in the program. Family literacy programs can use a variety of methods to enable learners and staff to share their background, experiences, goals, and preferences. These include staff interviews with learners, informal discussions between a learner and a teacher or between groups of learners and teachers, or the use of formal assessment instruments.

Family literacy programs that accommodate learner differences in the program provide staff development activities that raise awareness of the differences among learners and how these differences prevent or affect learners' and families' participation in the program. Staff development activities can focus on raising awareness of cultural diversity, potential learning strengths and problems and how they can be identified, learning preferences and how they can be identified, and barriers to participation and how they can be identified.

Respond to Learner Differences

Family literacy programs that accommodate learner differences in the program act on the information they gather from learners to maximize the ability of every learner to fully participate in the program. They respect learner backgrounds and differences and build the program so that it suits the backgrounds and differences of each learner.

These programs build on learner strengths. For example, adults may be asked to give an informal presentation to other members of the program about something they have expertise in (like cutting family food shopping costs). This allows each adult to take turns in the role of expert while providing needed information to other learners in the program.

These programs also provide ongoing staff development that gives staff the tools they need to respond effectively to learner differences in the program. Such staff development activities ensure that staff remain flexible to accommodate changing needs in the program.

Finally, these programs encourage professional development and leadership in staff from diverse backgrounds, including those from underrepresented groups and those with special needs. They also encourage

learners to take leadership roles in the program. The programs encourage such leaders to offer their valuable perspectives on the operation of the program, and use this information to more fully respond to learner and family needs.

Strategy #4: Develop Higher Order Skills

To strengthen higher order cognitive skills, **family literacy programs must provide direct instruction to learners in those skills, as well as help learners use those skills in new and varied situations**. Higher order cognitive skills include the ability to think critically (analyze and evaluate information and situations) and creatively (look at information and situations in new and imaginative ways). They include problem solving and decision making.

Instruction can take advantage of the fact that all adults use higher order cognitive skills to some extent. They have to evaluate what they see, hear, and read every day to make decisions and solve problems. For example, reading is usually considered a "basic skill." Yet reading involves making decisions (deciding whether the word "bug" in a text means an insect or a listening device), integrating information (connecting information in the text with one's own knowledge), and thinking critically (following and analyzing an author's argument). All of these skills are an integral part of reading. So, even people who are just learning to read use higher order skills.

Programs must also recognize that the nature of the information adults must deal with, the choices they must make, and the problems they must solve are becoming increasingly complex. Adults regularly engage in many activities, including choosing among a wide range of available products, juggling work, parenting, and personal responsibilities, and dealing with information needed to pay bills or obtain services. These activities are not as simple now as they were just a few years ago. At the same time, recent studies indicate that many adults do not make full use of the higher order skills when information becomes more complex.

Family literacy programs must help learners maximally use higher order cognitive skills to solve problems in their lives and meet their goals.

How Can Programs Implement Strategy #4: Develop Higher Order Skills?

Provide Direct Instruction in Higher Order Skills

Family literacy programs that develop higher order cognitive skills show learners how they already use higher order skills in their lives and how they can use them in new areas of their lives. Adults may not be aware of how they already use higher order skills, and may not see other ways that they can apply these skills.

Programs begin by helping learners identify how they already use critical thinking, problem solving, and decision making skills in their lives. For example, parents might keep a journal of various parenting problems they run into and how they solve them.

Programs then help learners think about and practice other situations in which they can use higher order skills. For example, teachers and parents may discuss parents' journal entries, with the parents noting what worked, what they would do differently, and how they might use similar skills in other situations. Teachers may demonstrate for parents how they can use higher order skills in new situations. The teachers describe their thinking, one step at a time, as they solve a problem, make a decision, or work through a complex reading. For example, a teacher may model the steps in writing a note to a child's teacher. The teacher thinks aloud while composing the note: "The first thing I will do is list the ideas I want to include in the note. I'll ask myself, if I were the teacher, what would I want to know about a child's absence? I will include my child's name, the dates she will be out and the reason why. Then, I'll draft the note and read over it to see if I left out anything important." Parents then practice using higher order skills in similar situations. Teachers can provide guidance in new situations (for example, suggesting a next step when the parent is no longer making progress), gradually withdrawing support as parents become more confident of their skills.

Provide Realistic Opportunities for Practice and Application of Higher Order Skills

When programs use realistic life situations for the practice and application of higher order skills, like asking parents to write a note to a teacher, they provide a way for adults to transfer use of these skills to a variety of new situations. When adults practice using skills in realistic situations, they are more likely to be able to use them in their daily lives.

Programs that successfully develop learners' higher order skills bring real world problems into the educational setting. They use role plays and discussion groups to provide realistic situations, like an interaction between family members. If possible, they provide opportunities for learners to practice and apply skills outside of the program: for example, a teacher and a

parent may work together to prepare for a meeting between the parent and the child's teacher, and may discuss the events of the meeting after it occurs.

Strategy #5: Enable Learners to Use All Language Processes in Their Lives

To increase learners' abilities to better use language processes in their lives, **family literacy programs must provide a variety of opportunities for them to practice language skills and show them how these skills are important in their lives**. The language processes are reading, writing, speaking, and listening. They are the foundation of thought and communication and the tools people use to learn more about themselves and the world. Everyone can benefit from becoming a better speaker, listener, reader, and writer. The ability to express one's feelings and views, and to respond to other's feelings and views, is important. It empowers people and makes them feel that they can be proactive and can create change. Working to enhance language skills also strengthens higher order skills. For example, preparing a piece of writing involves the solution of many problems, including determining who the audience is, and how the piece will be organized.

Learners must be able to see how language can be used to solve problems, reach goals, and carry out daily activities in their lives. This is important because many adult learners think that reading is just being able to pronounce the words and that writing is spelling and handwriting. Programs themselves may contribute to this perception by the approach they take to teaching. Language skills are often taught in isolation and in the absence of meaningful applications. Programs must explicitly help learners make the important connection between learning language skills in the program and using them in their lives.

Although they have unique aspects, the language processes are intricately related and the development of one process enhances the development of the others. For example, group discussion (speaking and listening) helps adults better understand what they are reading or writing about. Writing and revising one's writing demands reading. Staff in family literacy programs can capitalize on this through the instructional activities they design.

Family literacy programs must help learners maximally use language processes to solve problems in their lives and meet their goals.

How Can Programs Implement Strategy #5: Enable Learners to Use All Language Processes in Their Lives?

Build Group Discussion Into All Learning Activities

Programs that successfully strengthen learners' abilities to use language processes build opportunities for group discussion into all areas of the curriculum: even into those areas which it is not traditionally used, such as in mathematical problem solving. When a parent tells a group of learners about how he or she figured out which box of laundry detergent was the best buy, he or she develops speaking as well as mathematical skills, while the rest of the group develops listening as well as mathematical skills. Discussion can also be used in conjunction with reading and writing activities. For example, a group of learners may want to prepare snacks for a large gathering. They may read and discuss several recipes before they make a list of what they will prepare and what ingredients they need. Such activities provide opportunities to develop all language processes concurrently.

Teach Reading for Meaning

Programs that enable learners to use reading show them that the goal of most reading is to make a text meaningful. They help learners see that they must be active and inquisitive readers in order to make a text meaningful. They show learners that they must actively think about what they want to learn from reading, ask questions of themselves to make sure the text is making sense, use aspects of the text like titles and boldface print to direct their attention to important points, and test their learning by trying to summarize the main ideas of the text.

Teachers in these programs use guided reading and modeling to demonstrate active reading to learners. Teachers may guide readers through a text with questions and discussion. Before reading teachers ask learners to discuss what they already know about the topic. They ask learners to discuss how they might attack the reading (read the headings first?). Teachers ask learners to preview the text and predict what they think the text will be about. The learners then formulate questions to be answered during reading. As teachers and learners read the text aloud together, teachers draw attention to relationships in the text, such as cause and effect relationships, and draw attention to main points. After reading, teachers ask learners to summarize the text in their own words. Teachers may demonstrate effective reading behaviors as they read out loud to learners. For example, a teacher who wants to show how he or she approaches a reading task might say, "Before I read this manual, I think about my purpose for reading it. In this case, I need to learn how to sharpen the blade of my riding lawn mower. I will scan the table of contents to look for key words, like 'sharpening' and 'blade.' Before I begin

to read the chapter, I will think about what I already know about doing this task. I know that there are a series of steps I must go through to remove the mower housing before I can sharpen the blade. The manual will probably tell me step by step how to do this. As I read, I'm going to visualize each step in my mind before I do it."

Teach Writing for Meaning

Programs that enable learners to use writing show them that the goal of writing is to produce meaning. These programs help learners develop skills they can use as they work to produce writing for a variety of purposes, primarily by providing opportunities for them to write with realistic purposes and audiences in mind (for example, writing a note to a child's teacher). Learners are encouraged to share their writing with the teacher or other learners in order to develop a feel for producing writing that is meaningful to an audience other than themselves.

SUGGESTED DISCUSSION QUESTIONS

Overview of the Discussion Questions

The purpose of the following discussion questions is to get viewers to think about strategies that will help us meet National Education Goal #5, what those strategies mean, why they are important, and how their own and other programs can implement them. Facilitators might use these questions as presented, or use them as models to prepare their own.

The questions are presented so that facilitators can choose those that are appropriate for their situations, depending on their audience and how they plan to use the videos. For example, a facilitator who is planning to show only the documentary video might select questions 1, 2, and 3 to use before showing the documentary, and questions 4, 5, 6, and 7 to use after showing the video. A facilitator who is planning to use the overview and in-depth staff development videos might choose to use questions 1, 3, 6, and 7 before showing the overview video, revisit questions 6 and 7 between showing the overview and the in-depth videos, then use questions 8 through 11 after showing the in-depth video. A facilitator planning to use all three videos might use questions 1, 2, and 3, show the documentary video, use questions 4 and 5, show the overview staff development video, use questions 6 and 7, show the in-depth staff development video, then use questions 8 through 11.

Obviously, there are a number of ways to use these or similar questions. The important thing is to stimulate discussion and encourage deeper thinking about strategies to enhance lifelong learning.

Project Lifelong Learning: For the Family
Suggested Discussion Questions

1. What does it mean to be a lifelong learner? What kind of learning happens in your life right now? How does it help you?

2. Deborah is a single mother with a five-year-old son and a two-year-old daughter. She works 30 hours a week at a dry cleaning shop. She would like to get a better job, one that is full-time and has benefits, but she never completed high school. She also has an interest in giving her children opportunities that she never had. How might learning help Deborah in her life?

3. What characteristics might Deborah find helpful in a family literacy program? It may be helpful to think in terms of your own schooling. What aspects did you find most useful? What changes would you have liked to see? What components might be added that would enable and encourage a parent like Deborah pursue learning through her lifetime?

4. Tell about some ways in which each of the programs you have seen in the documentary video (Project Even Start in Waterville, Maine; the Parent Readers Program, Brooklyn, New York; and the Family Tree Project in Mesa, Arizona) meets the needs of the adults enrolled in the program.

5. Tell about some ways in which each of the programs you have seen in the documentary video (Project Even Start in Waterville, Maine; the Parent Readers Program, Brooklyn, New York; and the Family Tree Project in Mesa, Arizona) develops support for lifelong learning among adults and families enrolled in the program.

6. Five strategies have been identified which can help adults and families in family literacy programs become lifelong learners. They are:

- Meet the needs of the learner;
- Develop support for lifelong learning;
- Accommodate learner differences in the program;
- Develop higher order cognitive skills, like problem solving and decision making;
- Enable learners to use all language processes (reading, writing, speaking, and listening) in their lives.

Discuss for a few moments what each strategy might constitute—for example, what would it mean to meet the needs of learners in a family literacy program? Discuss for a few moments how your family literacy program or others in your community might implement each strategy. How might a family literacy program meet the needs of families enrolled in the program?

7. For each strategy, discuss reasons why it might be important to implement that strategy. Think what might happen in programs that do not use the strategies. Why is it important to meet the needs of learners and their families in family literacy programs? What would happen if programs did not meet the needs of learners and their families?

8. For each strategy shown in the in-depth staff development video, list the ideas for implementation that were shown. Can you think of any others?

9. Think about the strategies you currently use in your program. Tell the group what they are and how you currently implement them.

10. Are there any additional ways that you could implement the strategies in your program using resources currently available? Tell the group about these ideas and how you might tap available resources to put them into effect.

11. Are there any additional ways that you could implement the strategies in your program given that you had additional resources? Describe to the group your ideas and how you might access additional resources to support those ideas.

IDEAS FOR IMPLEMENTING STRATEGIES

Ideas for Implementing
Strategy #1: Meet the Needs of the Learner

Use a Learner-Centered Approach

____ Use intake interviews to determine learners' needs, goals, and interests (such as desire to communicate more effectively with a child's teacher)

____ Encourage learners to set goals and take responsibility for working toward their goals

____ Give learners ideas for and assistance in assessing their own needs and goals

____ Conduct interviews periodically to keep abreast of learners' and families' changing needs and goals

____ Include learner representatives on the program's governing board in order to involve learners in decisions about the program

____ Provide open forums for learners to communicate ideas about the program

____ Encourage learners to bring ideas, suggestions, and concerns to the attention of staff

____ Act as a facilitator in the learning process, rather than as a director

Embed Instruction in a Relevant Context

____ Ask learners to identify the skills they would like to work on, such as reading to children

____ Build instruction around learners' needs and goals, such as learning nutrition information

____ Use realistic activities and scenarios (especially those related to the family and parenting) as the basis for learning materials and activities

____ Identify skills needed in situations learners find themselves in, such as representing the interests of a special education child to a school district, and make these skills the focus of instruction

____ Provide opportunities for learners to work with materials that are appropriate for their level and needs

____ Provide opportunities for learners to practice skills in many different situations

____ Encourage learners to bring materials that they would like to work on to the program, such as newspaper coupons

Offer Non-Traditional Instruction and Delivery

____ Ask learners to lead instructional activities

____ Provide opportunities for learners to work in small groups or pairs

____ Encourage learners to work at their own pace

____ Provide opportunities for learners to work on computers, or use other technologies like educational television or teleconferences

____ Complement technology-based instruction with interactive activities involving instructors and other learners

____ Use non-traditional print media in instruction, such as letters from learners at other sites or newspapers

Ideas for Implementing Strategy #2: Develop Support for Lifelong Learning

Form Partnerships and Strengthen Connections Among Providers

____ Explore local resources to find out what other people are doing

____ Keep abreast of government supported programs

____ Make program staff aware of what other local programs are doing

____ Establish and maintain contact with outside agencies through newsletters and informal gatherings

____ Speak at meetings of other community groups, or public gatherings to inform others about your program's activities and to foster support for lifelong learning

____ Make connections and form partnerships with other local service providers

____ Work with partners to determine together what each player has to offer and gain from the partnership

____ Seek new partners among other local service providers

____ Work with partners to see where gaps lie and duplication of services exists

____ Work with partners to fill gaps and eliminate duplication of services

____ Get to know the local media and work with them to support lifelong learning in the community

____ Make program staff aware of ways they can help learners get high school or college credit for learning

____ Provide information to learners about other available educational opportunities like community college courses

____ Refer learners to other local programs and agencies

Make Connections with Other Groups

• The local business, industry, and labor network

____ businesses

____ labor unions

____ business clubs

____ business and manufacturing associations

____ workers

____ chambers of commerce

____ private industry councils (PICs)

____ economic development groups (local and state)

____ job training programs

• The local education network

____ public schools

____ adult education programs

____ community-based programs

____ community, technical, and junior colleges

____ vocational education programs

____ literacy councils, volunteers, and coalitions

• Community programs and organizations

____ libraries

____ human services like welfare programs, social services, counseling, and job training

____ church groups

____ community-based organizations

____ Project Literacy U.S. (PLUS) task forces

____ service organizations like Rotarians and Business and Professional Women

• Government organizations and programs

____ political parties

____ federal and state government resources

____ national clearinghouses

Offer Support Services

____ Seek funding for support services

____ Provide child care, transportation, counseling, and other support services, or link with other local organizations that can provide such services

____ Organize learner support groups, carpools, and child care co-ops

____ Support a mentoring program in which community members or former program members donate their time and experience to support currently enrolled learners

____ Recognize learners' and families' achievements in newsletters and ceremonies

____ Display learners' and families' work

____ Encourage local professionals and organizations to donate their time and resources toward providing support services in the program

____ Offer to coordinate existing support services in your program with other programs

____ Formulate plans with other local agencies on how to obtain services for all agencies

Ideas for Implementing Strategy #3: Accommodate Learner Differences in the Program

Develop Sensitivity to Learner Differences

____ Provide opportunities for learners to share backgrounds, experiences, and beliefs with program staff and each other

____ Ask adult learners how they learned best in the past, how they did and did not learn, how they would like to learn

____ Use staff development activities that expand staff awareness of learner differences and barriers to learner participation in the program

____ Invite speakers that expand staff awareness of learner differences and barriers to learner participation in the program

____ Provide opportunities for staff to share their knowledge about learners and families (their needs, backgrounds, and concerns), and to discuss potential obstacles to their participation in the program

Respond to Learner Differences

____ Help learners identify personal and family strengths

____ Build on the strengths that each learner and family brings to the program

____ Keep the curriculum flexible, so all learners have options in choosing the ways they learn best

____ Provide materials that are relevant to learners' and families' cultures and backgrounds

____ Tailor instructional approaches, techniques, and materials and procedures to meet individual needs

____ Hold staff development activities which inform staff about ways to pick up cues from learners that indicate they are experiencing difficulty, about ways to adapt instruction to meet individual needs, and about ways to be flexible in order to meet a variety of needs

____ Provide opportunities for staff to interact, communicate, share concerns, and plan ways to be more responsive to the needs of learners and families

____ Encourage professional development and leadership among staff from diverse cultural and special needs backgrounds and among adult learners enrolled in the program

Ideas for Implementing
Strategy #4: Develop Higher Order Skills

Provide Direct Instruction in Higher Order Skills

____ Have learners identify how they already use higher order skills in their lives and what those skills are

____ Encourage learners and staff to describe aloud frequently the higher order skills they use in certain situations, one step at a time (for example, mediating disputes between family members)

____ Provide opportunities for learners to discuss how they used higher order skills in particular instances, what might have worked better, and how they would do things differently next time

____ Encourage learners and staff to model their thinking and problem solving skills for others

____ Guide and support learners as they use higher order skills in new situations, then withdraw support as they gain confidence in using their skills in these situations

____ Use realistic materials and situations when teaching higher order skills

Provide Realistic Opportunities for Practice and Application of Higher Order Skills

____ Use "real-life" problems and situations (such as finding a new apartment) as the basis for classroom practice in higher order skills

____ Use role playing to provide learners with opportunities to practice using higher order skills in realistic situations

____ Provide a variety of realistic opportunities for learners to practice using higher order skills, so they are likely to transfer the skills to a variety of situations.

____ Encourage staff to accompany learners on outings, if possible, to help them transfer skills learned in the classroom to real life situations

Ideas for Implementing Strategy #5: Enable Learners to Use All Language Processes in Their Lives

Build Group Discussion Into All Learning Activities

____ Ask learners to talk about how they solved math problems or comprehended text

____ Ask learners to talk aloud as they perform a task, describing what they are doing and why

____ Use activities that necessitate discussion, such as forming a learner committee to organize a holiday party

Teach Reading for Meaning

____ Use materials that learners really need to read (children's books, bills, recipes) as the basis for instruction

____ Discuss with learners the different types of materials they read and how each should be approached

____ Instruct learners in the use of comprehension aids, such as previewing, questioning, and use of text features like headings and boldfaced print

____ Have staff and learners demonstrate good reading behaviors for other learners

____ Have staff and learners guide other learners through readings

____ Have learners summarize and discuss readings with other learners

____ Have learners write about their reactions or responses to a reading

Teach Writing for Meaning

____ Discuss with learners the different types of writing they do and how they might approach each

____ Use situations in which learners need to write (such as writing a note to a child's teacher) as the basis for instruction, and provide learners with opportunities to practice types of writing they need to do in real life

____ Provide novel, but realistic, opportunities and reasons for learners to write, such as preparing a handbook for new program enrollees

____ Have staff and learners read and react to each other's writing to build understanding of writing conventions and audience concerns

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See also: Soifer (strategy #5)

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Good background reading for people who are new to the field of English family literacy. Provides an overview of various goals, methods, and materials used in programs serving multilingual families. Discusses promising directions, including the importance of building on the strengths and values of participants' traditional cultures.

Wrigley, H. S., & Guth, G. J. A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy.* San Mateo, CA: Aguirre International.
Excellent handbook for administrators, teachers, and tutors. The book is a synthesis of the findings from a two-year research study that included an extensive review of the literature, input from scholars and professionals, and in-depth site observations. Effective and innovative instructional approaches, methods, and technologies for adult ESL students are discussed conceptually and in practice; includes many resources.

Yagjian, M. (Ed.). (1992). *PLUS Project Literacy U.S.: Literacy/learning disabilities collaboration project (special edition).*
A comprehensive list of resources. Includes literacy and learning disability organizations, examples of collaborative efforts, and video, print, and technology resources. Available from PLUS Outreach: 4802 Fifth Avenue, Pittsburgh, PA 15213: (412)622-1320.

See also: Auerbach (strategy #1)

Strategy #4: Develop Higher Order Skills

Brookfield, S. D. (1988). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* San Francisco: Jossey-Bass.
Thought-provoking background reading for anyone interested in helping adults develop critical thinking skills in all areas of their lives.

Means, B., & Knapp, M. S. (1991). Cognitive approaches to teaching advanced skills to educationally disadvantaged students. *Phi Delta Kappan*, 73(4), 282-289.
Reexamines traditional thinking about the relationship between basic and advanced skills and teaching methods for disadvantaged students. The article is a concise presentation of new approaches to help learners develop their basic and higher order skills simultaneously. Approaches include modeling, using dialogue, and supporting learners as they gradually develop higher order skills. Important information for teachers of adults.

Phi Delta Kappa. (1991). *Teaching effective learning strategies.* Bloomington, IN: Author.
Compilation of research-based articles on "learning how to learn," including how to teach problem solving strategies and how to use prestudy and probing questions.

Resnick, L. B. (1987). *Education and learning to think.* Washington, DC: National Academy Press.
Important background reading for anyone concerned about the development of higher order skills. Many facets of higher order skills are discussed, including working definitions, the relation between "higher order" and so-called "basic" skills, higher order skills in reading and math, programs for teaching higher order skills directly, and embedding thinking skills in all areas of the curriculum.

Sternberg, R. J. (1990). Real life vs. academic problem solving. In R. Fellenz & J. Conti (Eds.), *Intelligence and adult learning* (pp. 35-40). Bozeman, MT: Montana State University, Center for Adult Learning and Research.
Sternberg discusses nine differences between school-based and "real world" problem solving, including recognizing and defining problems, problem solving in context, feedback on what is right or wrong, and individual versus group problem solving.

Strategy #5: Enable Learners to Use All Language Processes in Their Lives

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a nation of readers: The report of the Commission on Reading.* Urbana, IL: Center for the Study of Reading.
A comprehensive synthesis of decades of reading research (primarily with children and young adults). This book has implications for teachers of adult beginning readers.

Binkley, M. R. (Ed.). (1988). *Becoming a nation of readers: What parents can do.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.
Provides tips for parents on fostering their children's reading and writing development. This draws heavily on *Becoming a Nation of Readers: The Report of the Commission on Reading*.

Frager, A. M. (Ed.). (1991). *Teaching adult beginning readers: To reach them my hand.* Oxford, OH: College Reading Association.
The eight authors of this volume explain how the most current knowledge and effective practices in reading instruction can be used to teach adult readers. This volume is intended for administrators and educators, as well as paraprofessionals in all areas of reading instruction.

Goldsmith, E., & Handel, R. D. (1990). *Family reading: An intergenerational approach to literacy* (Teacher's Guide). Syracuse, NY: New Readers Press.
Excellent resource to help adults foster the love of reading and discussion of books in their family environments. The program teaches effective reading strategies, group discussion, and paired reading techniques that help both adults and children become good, independent readers. Additionally, the program suggests materials and discussion activities that build on the cultural backgrounds and experiences of the learners.

Soifer, R., Irwin, M. E., Crumrine, B. M., Honzaki, E., Simmons, B. K., & Young, D. L. (1990). *The complete theory-to-practice handbook of adult literacy: Curriculum design and teaching approaches.* New York: Teachers College Press.
Background reading about and comprehensive guidelines for using instructional techniques based on recent research in adult learning theory, reading, and writing processes. Includes many practical suggestions and sample lessons for helping adults learn language skills in meaningful ways.

See also: Wrigley & Guth (strategy #3), Auerbach (strategy #1)

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Strategy #3: Accommodate Learner Differences in the Program

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RESOURCES

Organizations

The Barbara Bush Foundation for Family Literacy
1002 Wisconsin Avenue, NW
Washington, DC 20007
(202)338-2006
FAX: (202)337-6754

Contact: Benita Somerfield, Executive Director

The mission of the Barbara Bush Foundation for Family Literacy is: (1) to support the development of family literacy programs and to make it possible to gain control of our literacy crisis and build a nation of readers by building families of readers; (2) to break the intergenerational cycle of illiteracy by providing settings where parents and children can learn to read together with materials and instruction available to each of them; (3) to establish literacy as a value in every family in America by understanding that the home is the child's first school, that the parent is the child's first teacher, and that reading is the child's first subject.

The Barbara Bush Foundation for Family Literacy has six urgent tasks: (1) identify programs that are successful; (2) award grants to help establish successful family literacy efforts; (3) provide seed money for community planning of interagency family literacy programs; (4) support training and professional development for teachers; (5) encourage recognition of volunteers, educators, students, and effective programs; and (6) publish and distribute materials that document effective working programs.

Bell Atlantic/American Library Association Family Literacy Project
American Library Association
50 East Huron Street
Chicago, IL 60611
(312)280-4296

Contact: Margaret Monsour, Project Director

The Bell Atlantic/ALA Family Literacy Project, established in 1989 and funded by the Bell Atlantic Charitable Foundation, is administered by the American Library Association's Office for Library Outreach Services. This model program is designed to provide direct services to low-literate parents and their children, to create a network of libraries in the mid-Atlantic region that provide family literacy programs, and to encourage the development of similar, library-based programs nationwide. Working with literacy offices within state libraries, the organization identifies public libraries that could benefit from starting or continuing family literacy programs. Identified libraries are invited to attend a capacity building workshop to develop a grant proposal with their community partners that will then be submitted to an advisory board.

Comprehensive Child Development Program
Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201
(202)205-8566

Contact: Allen Smith

The Comprehensive Child Development Program provides integrated, comprehensive, and continuous support services to children from low-income families from birth to age six, to their parents, and other household members. The underlying philosophy of the Comprehensive Child Development Program is that children are an integral part of the larger family unit and that this unit must be served in a comprehensive manner if the cycle of poverty in which these children and families are entrenched is to be broken. The program is also a demonstration project designed to test and evaluate the assertion that providing services earlier, more comprehensively within the family context is effective in promoting child health and development, and supporting families to achieve self-sufficiency.

Even Start Program
Compensatory Education Program
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6132
(202)401-1692

Contact: Your State Department of Education

Even Start, a family centered education program, involves parents and children in a

cooperative effort, enabling parents to become partners in their children's education and to help their children reach their full potential. This program integrates early childhood education and adult education for parents into a project that builds on existing community resources. Agencies eligible for Even Start funding include local education agencies applying in collaboration with a community-based organization, public agency, institutions of higher education, or other nonprofit organizations; community-based organizations or other nonprofit organizations applying in collaboration with a local education agency; and Native American tribes and tribal organizations.

Family English Literacy Programs
Office of Bilingual Education and Minority Language Affairs
U.S. Department of Education
400 Maryland Avenue, SW
Room 5620
Washington, DC 20202
(202)205-8728

Contact: Dr. Mary T. Mahony

Family English Literacy Programs help limited English proficient (LEP) adults and out-of-school youth achieve competence in English. Classes may be conducted in English only or in English and the students' native language. Instruction is designed to help limited English proficient adults and out-of-school youth achieve English language competence, encourage parent participation, and enable aliens eligible for temporary resident status to fulfill the educational requirements of the Immigration and Nationality Act. Preference is given to the parents and immediate family of the LEP students in programs assisted under the Bilingual Education Act. Local education agencies, institutions of higher education, including junior and community colleges, and private nonprofit organizations, applying separately or jointly, are eligible to apply.

Institute for the Study of Adult Literacy
204 Calder Way, Suite 209
University Park, PA 16801-4756
(814)863-3777
FAX: (814)863-6108

Newsletter: *Mosaic* (published 3 times a year, no charge)

The institute is internationally recognized for its work in literacy research, development, and dissemination activities. The institute's mission stresses the importance of connecting research to improving practice; each research project results in a practical application in the field, including staff development activities, curriculum and instructional materials development, policy recommendations, and dissemination of research findings through institute publications, professional publications, and presentations. Institute projects to date have addressed the following interrelated issues in adult literacy: computer-based instruction; workplace literacy; intergenerational literacy; staff development/training; special needs populations; and customized materials development.

International Reading Association (IRA)
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(302)731-1600, ext. 215

Contact: Public Information Office
Journal: *Journal of Reading* (published 8 times a year)

The International Reading Association's mission is to improve the quality of reading instruction through the study of the reading process and teaching techniques; to serve as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; to increase literacy levels worldwide; and to actively encourage the lifetime reading habit.

Laubach Literacy Action (LLA)
1320 Jamesville Avenue
P.O. Box 131
Syracuse, NY 13210
(315)422-9121
FAX: (315)422-6360

Laubach Literacy Action is the United States program of Laubach Literacy International, the oldest volunteer adult literacy organization in the world. LLA was formally established in 1968, and through its current network of 1,000 local member groups, LLA reaches more than 150,000 new readers annually. Local Laubach programs work with learners who have very limited skills. Most enter the program reading below the 4th-grade level. Instruction in basic literacy, English for speakers of other languages (ESL), and math is offered in one-to-one or small group settings. Each local program is autonomous and each is unique in the way it meets the needs of its own community. These member groups range from small rural councils to large urban programs which serve a diverse ethnic population. LLA works with the Laubach publishing division, New Readers Press, to develop instructional materials, technical assistance and training resources, and volunteer program management materials. These products are designed to provide a wide range of options for the local program to help them meet management and instructional needs. LLA works with a wide variety of organizations at the local, state, and national level.

Library Literacy Program
Office of Library Programs
U.S. Department of Education
555 New Jersey Avenue, NW
Suite 400
Washington, DC 20208
(202)219-1315

The Office of Library Programs administers two funding programs—LSCA Title I and LSCA Title VI. LSCA Title I funds may be used to provide improved library access for all persons who, by reason of distance, residence, handicap, incarceration, or other disadvantage, are unable to receive the benefits of public library services. These funds may assist public libraries to combat illiteracy and establish model literacy centers; provide intergenerational programs matching older adult volunteers and children for after school literacy and reading skills program; and provide services to individuals with limited English-speaking proficiency and the elderly. LSCA Title VI funds provide grants to state and local public libraries for the support of adult literacy programs. Recipients of grants are selected on a competitive basis. State libraries may use grant funds to coordinate and plan library literacy programs and to arrange for the training of librarians and volunteers to carry out such programs. Local public libraries may use grant funds to promote the use of the voluntary services of individuals, agencies, and organizations in providing literacy programs; to acquire library materials for literacy programs; and to use library facilities for literacy programs.

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214
(315)445-8000

Contact: Elena Minucci
Journal: *The Reader* (quarterly newsletter)

Literacy Volunteers of America, Inc. (LVA) is a national, nonprofit organization, which combats illiteracy through a network of more than 450 community programs in 45 states. Founded in 1962, LVA provides free one-on-one and small group tutoring in basic literacy and English as a Second Language (ESL) for adults and teens. More than 125,000 volunteer tutors and students are currently working together nationwide in LVA's programs. LVA also provides technical assistance, print and audio-visual resources to literacy and ESL program managers and those who wish to start such programs.

National Association for Adults with Special Learning Needs
Sci-Hab Unit
4546 Broad River Road
Columbia, SC 29210
(803)737-4217

Contact: Mitch Townley
Journal: *Journal of National Association for Adults with Special Learning Needs* (semi-annual)

An association of adult educators, administrators, policy makers, family members, and other professionals to promote and facilitate the opportunities of lifelong learning for adults with special learning needs.

National Black Child Development Institute
1023 15th St., NW, Suite 600
Washington, DC 20005
(202)387-1281

Contact: Erica Tollett, Public Policy Analyst

The National Black Child Development Institute (NBCDI) is dedicated to improving the quality of life for African American children and youth. Through hands-on service and community outreach programs, NCDI motivates positive change for the health, welfare, and educational needs of all African American children. NCDI has a network of 41 affiliates across the country, composed of dedicated volunteers who provide education, advocacy, and communication services for the benefit of African American children.

National Center for Children in Poverty
Columbia University
154 Haven Avenue
New York, NY 10032
(212)927-8793
FAX: (212)927-9162

Contact: Carole Oshinsky

Strengthening programs and policies for young children and their families who live in poverty in the United States through interdisciplinary analysis and dissemination of information is the mission of this organization. The center provides descriptions of successful programs, statistical and factual information about poor children and their families, and bibliographies. It also publishes policy reviews, reports, slides, and issue briefs identifying problems and proposing new initiatives. The center will assist policymakers, administrators, planners, practitioners, researchers, and the media.

National Center for Family Literacy
401 S. 4th Avenue, Suite 610
Louisville, KY 40202
(502)584-1133
FAX: (502)584-0172

Contact: Sharon Darling, President
Newsletter: *National Center for Family Literacy* (quarterly)

The National Center for Family Literacy (NCFL), based in Louisville, Kentucky, was established as a private nonprofit corporation in July 1989 with a grant from the William R. Kenan, Jr. Charitable Trust. The center's purpose is to expand the efforts to solve the nations' literacy problems. By providing leadership, advocacy, and training, NCFL is addressing the ambitious, but worthy challenge of breaking the intergenerational cycle of undereducation through family intervention.

National Center on Adult Literacy
University of Pennsylvania
Philadelphia, PA 19104-6216
(215)898-2100
FAX: (215)898-9804

Newsletter: *NCAL Connections* (published quarterly, no charge)

The National Center on Adult Literacy (NCAL) at the University of Pennsylvania was established by the U.S. Department of Education in 1990, with federal co-funding by the Departments of Labor and Health and Human Services. The center's mission is threefold: (1) to enhance knowledge about adult literacy; (2) to improve the quality of research and development in the field; and (3) to ensure a strong, two-way relationship between research and practice. NCAL publishes a quarterly newsletter, *NCAL Connections*, available upon request at no charge. Research results are published and disseminated via technical reports, occasional papers, and policy papers, available upon request for a nominal fee. To be added to the mailing list, or to request publications, write to NCAL Dissemination.

National Council of La Raza
810 First Street, NE
Suite 300
Washington, DC 20002
(202)289-1380

Contact: Education Specialist

A nonprofit, tax-exempt organization incorporated in Arizona in 1968, National Council of La Raza serves as an advocate for Hispanic Americans and as a national umbrella organization for more than 130 formal "affiliates," community-based organizations which serve Hispanics in 35 states, Puerto Rico, and the District of Columbia. NCLR seeks to create opportunities and address problems of discrimination and poverty in the Hispanic community through community-based organizations; applied research, public policy analysis, and advocacy; public information efforts to provide accurate information and positive images of Hispanics in the media; and special catalytic efforts to create other entities or projects important to the Hispanic community.

National Institute for Literacy
800 Connecticut Avenue, NW
Suite 200
Washington, DC 20202-7560
(202)632-1500
FAX: (202)632-1512

Newsletter: *Literacy News*

The institute is governed by an interagency group which consists of the secretaries of Education, Labor, and Health and Human Services. The institute, to improve and expand the system for delivery of literacy services, is authorized to: 1) assist federal agencies in setting specific objectives and strategies to meet the goals of the National Literacy Act and in measuring the progress of agencies in meeting such goals; 2) conduct basic and applied research and demonstrations on literacy, including adult basic education, workplace, and family literacy; 3) assist federal, state, and local agencies and business and labor organizations in the development, implementation, and evaluation of literacy policy by providing technical and policy assistance and programs and establishing a national literacy data base; 4) provide program assistance, training, and technical assistance for literacy programs throughout the U.S.; 5) collect and disseminate information to federal, state, and local entities with respect to literacy methods that show great promise; 6) review and make recommendations regarding ways to achieve uniformity among reporting requirements; development of performance measures; and development of standards for program effectiveness of literacy-related federal programs; 7) award fellowships to outstanding individuals pursuing careers in adult education and literacy; and 8) provide a toll-free, long-distance telephone line for literacy providers and volunteers.

Reading Is Fundamental (RIF), Inc.
Programs Division
600 Maryland Avenue, SW
Suite 500
Washington, DC 20024
(202)287-3220

Contact: James Wendorf, Director of Programs

Reading Is Fundamental (RIF), the nations' oldest and largest reading motivation program, is working for literacy where it begins—with children and families. Parents have always been a mainstay of the traditional RIF reading motivation program. Recently, RIF has developed a variety of materials and special programs to create opportunities for literacy in at-risk families, including a program to bring books and reading to families in homeless shelters and other crisis facilities; a program to give teen parents the skills and confidence to read to their babies and encourage their babies' pre-reading behaviors; and a program that enables adult learners to take an active role in their children's reading and learning.

SER-Jobs for Progress, Inc.
National Office
The Hills at Decker Court
100 Decker Court, Suite 200
Irving, TX 75062
(214)541-0616
FAX: (214)650-1860

SER-Jobs for Progress, Inc., a nonprofit organization, is the largest Hispanic service-oriented corporation in the United States. SER is a network of employment and training organizations that provides direct human services to economically disadvantaged individuals. The overall mission of SER is to formulate and advocate initiatives that result in the increased

development and utilization of America's human resources, with special emphasis on the needs of Hispanics in the areas of education, training, employment, business, and economic opportunity. The headquarters, SER National, located in Irving, Texas, provides training and technical assistance, research and planning, and program and policy development for the network. The SER network's affiliates are fully operational community-based organizations that provide programmatic services to those who are in need of targeted redevelopment or employment. SER formulates meeting the challenges of tomorrow for Hispanics through two initiatives: the SER National Hispanic Literacy Initiative and the SER National Employment Initiative. The Literacy Initiative is implemented through SER's acclaimed Family Learning Centers, which bring together and serve economically disadvantaged individuals, their children, and senior citizens from the community. SER's Employment Initiative includes a national automated Job Bank, a bi-annual Job Fair Program, and an issue of the SER America publication devoted to national employment concerns.

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7240
Office of Vocational and Adult Education
(202)205-9441
Division of Adult Education and Literacy
(202)205-8270

Clearinghouse: Clearinghouse on Adult Education and Literacy (also known as Adult Learning and Literacy Clearing-house)
Newsletter: *A.L.L. Points Bulletin* (bi-monthly/free)

Wider Opportunities for Women (WOW)
1325 G Street, NW, Suite Lower Level
Washington, DC 20005
(202)638-3143
FAX: (202)638-4885

Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, DC to achieve economic independence and equality of opportunity for women and girls. For more than 28 years, WOW has helped women learn to earn, with programs emphasizing literacy, technical and nontraditional skills, and career development. Since 1964, WOW has trained more than 10,000 women for well-paid work.

Clearinghouses

ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850
1-800-USE-ERIC (1-800-873-3742)

Some print materials available include:

Striving for Excellence: The National Education Goals - Packets of information to help parents, teachers, and community members learn more about the six goals. Thirty separate ERIC *Digests* contain information about ways the country is working to improve the education system.
1992 ERIC Directory of Education-Related Information Centers - lists more than 300 organizations offering information on all areas of education.

Clearinghouse on Adult Education and Literacy
(also known as Adult Learning and Literacy Clearinghouse)
Division of Adult Education and Literacy
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202)205-9996

Contact: Tammy Fortune, Education Program Specialist

The clearinghouse links the adult education community with existing resources in adult education, and provides information which deals with state-administered adult education programs funded under the Adult Education Act (P.L. 100-297), amended by the National Literacy Act of 1991 (P.L. 102-73). The clearinghouse also provides resources which support adult education activities. The following are some print resources:

The Directory of National Clearinghouses Serving Adult Educators and Learners - describes national clearinghouses and resource centers that disseminate information about adult education and literacy.

The Directory of Adult Education State Resource and Information Centers - lists states that run clearinghouses or resource centers.
Selected Resources for Adult ESL and Literacy Instruction - lists resource organizations that offer information and services for ESL teachers.
Bibliography of Resource Materials - lists publications and articles about the National Literacy Act, directories on various programs, resources, literacy materials, curriculum materials, handbooks, program management guides, and fact sheets.
Special Answers for Special Needs: A Guide to Available 353 Resources - contains abstracts of selected projects which may help to address special needs and the delivery of adult education services.

ERIC Clearinghouse on Adult, Career, and Vocational Education
1900 Kenny Road
Columbus, OH 43210
(614)292-4353
1-800-848-4815

Contacts: Susan Imel, Director and Adult Education Specialist
Judy Wagner, Assistant Director for Dissemination

ERIC, the Educational Resources Information Center, is a national information system sponsored by the Office of Educational Research and Improvement, U.S. Department of Education. ERIC's goal is to identify, select, process, and disseminate information in education. ERIC has a network of 16 clearinghouses, each serving a specialized field of education. The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is located at the Center on Education and Training for Employment, The Ohio State University. ERIC/ACVE provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Some print resources offered by this clearinghouse include:

Update - *Cultural Diversity* (1992), *Intergenerational Literacy* (1992).
Trends, and Issues Alerts - information on selected topics.
Information Resources - including current resources related to *America 2000* and the National Education Goals.
Digests - summarize information on selected topics.

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 W. Pennsylvania Avenue
Urbana, IL 61801
(217)333-1386
FAX: (217)333-3767

The clearinghouse provides a newsletter, brochures, publications lists, ERIC system brochures, ERIC Digests, and resource lists on topics of high interest to parents, educators, policymakers, and the general public. All aspects of the cognitive, emotional, social, and physical development and education of children from birth through early adolescence (excluding specific elementary school curriculum areas) are addressed. Among the topics covered are: prenatal and infant development and care; child care programs and community services for children at local, state, and federal levels; parent, child, and family relationships; home and school relationships; technology and children; preparation of early childhood teachers and caregivers; foster care and adoption; theoretical and philosophical issues related to children's development and education.

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408-2698
(812)855-5847
Family Literacy Center (a department of ERIC/RCS) (800)-759-4723

The clearinghouse helps people find useful information related to education in reading, English, journalism, theater, speech, and communications. The Family Literacy Center, a department of ERIC/RCS, produces a variety of books, booklets, audio and video cassettes, bookmarks, and other products to help families read together. Some print resources include: **Special Collection** - Number 4: Family Involvement

National Center for Service Integration
Address #1: Information Clearinghouse on Service Integration
154 Haven Avenue
New York, NY 10032
(212)927-8793

Address #2: Technical Assistance Resource Network
c/o Mathtech, Inc.
5111 Leesburg Pike, Suite 702
Falls Church, VA 22041
(703)824-7447

The National Center for Service Integration aims to stimulate, guide, and actively support integration of health and other human services directed to children and families. For in-house databases, library, and reference services, contact the Information Clearinghouse at address #1. For telephone, written, and on-site technical assistance to states and communities, contact the Technical Assistance Resource Network at address #2.

National Clearinghouse for Bilingual Education (primarily K-12)
1118 22nd Street, NW
Washington, DC 20037
(202)467-0867

Established in 1977, NCBE is funded by the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), for the purpose of providing practitioners with information on the education of limited English proficient students. NCBE information services are available to individuals or organizations responsible for or interested in the education of limited English proficient students.

National Clearinghouse on Literacy Education
1118 22nd Street, NW
Washington, DC 20037
(202)429-9292
FAX: (202)659-5641

Contact: Fran Keenan, User Services Coordinator Sponsored by: U.S. Department of Education, Office of Educational Research and Improvement Operated by: The Center for Applied Linguistics
Director: Marilyn Gillespie
Newsletter: *NCLE Notes* (published twice yearly)

The National Clearinghouse on Literacy Education (NCLE), an adjunct ERIC Clearinghouse, provides information and technical assistance on literacy education for limited English proficient adults and out-of-school youth. As the only national clearinghouse for adult ESL literacy, NCLE provides information and technical assistance to researchers, instructors, and program administrators, as well as to the public and the media.

The National Clearinghouse on Literacy Education:

- offers information, referral, and technical assistance related to adult ESL literacy and native language literacy;
- maintains a resource center that includes a national database of ESL and native language literacy providers and a mailing list of more than 5,000 individuals and literacy programs;
- regularly edits, publishes, and disseminates a newsletter, digests, annotated bibliographies, books, resource guides—all focusing on issues of literacy for limited-English-proficient adults and out-of-school youth;
- collects, analyzes, and abstracts material related to ESL literacy for the ERIC (Educational Resources Information Center) database; and
- conducts customized ERIC searches.

Some print resources include:

Resource Guides - on correctional literacy education, family English literacy, and videotapes for adult literacy trainers and programs.

Digests - short articles and references on selected topics.
Minibibs - annotated references on selected topics.

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
1-800-999-5599

Contact: Information Specialist

The National Information Center for Children and Youth with Disabilities (NICHCY) is a national information and referral clearinghouse. NICHCY is a project of Interstate Research Associates, Inc., and is supported through a cooperative agreement with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). NICHCY answers questions regarding all disability issues, networks with other disability organizations, prepares information packets on frequently asked questions, and provides technical assistance to family and professional groups. Single copies of NICHCY materials are free.

Project Partners

Project Lifelong Learning is a project of the Institute for the Study of Adult Literacy, College of Education, The Pennsylvania State University, in cooperation with WQED, Pittsburgh, PA, and WPSX-TV, The Pennsylvania State University. Funding for Project Lifelong Learning was provided by the U.S. Department of Education, Office of Educational Research and Improvement.

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Thanks are also due to Thomas G. Sticht, President and Senior Scientist, Applied Behavioral and Cognitive Sciences, Inc., for his advice at the beginning of the project and for suggesting potential programs to highlight.

Project Lifelong Learning
A PROJECT OF THE INSTITUTE FOR THE STUDY OF ADULT LITERACY AT PENN STATE
IN PARTNERSHIP WITH WQED/PITTSBURGH, WPSX/PENN STATE and PLUS (Project Literacy U.S.)
Funded by the U.S. Department of Education

PLUS
PROJECT LITERACY U.S.

SPECIAL EDITION

LITERACY PSAs
FALL 1992

RESOURCE DIRECTORY SHOWS PSAs ON LITERACY

This is a newsletter about Public Service Announcements devoted to literacy. PSAs have been delivering messages about illiteracy and adult education for a very long time. There has been a marked increase in PSAs since Project Literacy U.S. was established in 1985. Dozens of literacy campaigns have manifested themselves across the country. Along with many of them, public service announcements have been created to help them raise awareness. This newsletter has been issued as a product of Project Lifelong Learning which is described on page 6.

We have gathered information on existing, as well as past literacy PSA campaigns. From this data we have created a resource directory of public service announcements. To our knowledge this is the first time a directory of this sort has been compiled. We asked literacy service providers to supply any information on radio and television PSAs. If you know of other public service announcements that may have been omitted, please let us know by writing WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213. This can ensure an even more complete directory in the future.

Information on other literacy campaigns and their resulting public service announcements is also included in this newsletter: **Project Lifelong Learning** is a campaign in progress. Other literacy campaigns include the Coors project, **Literacy. Pass It On.**, The American Library Association's **Coalition for Literacy** campaign, and the **PLUS/ABC** campaign of 1986.

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RESOURCE LIST OF NATIONAL, STATEWIDE AND LOCAL LITERACY PUBLIC SERVICE ANNOUNCEMENTS

Over the past 12 years many literacy campaigns have been instituted and along with them many public service announcements have been produced.

In an effort to create a resource directory of public service announcements about literacy, we asked literacy service providers to send us any information on national, statewide or local literacy campaigns and PSAs. The majority of the PSAs listed here are available to literacy groups for use in their own campaigns.

PLUS Outreach • WQED • 4802 Fifth Avenue • Pittsburgh, PA 15213 • (412) 622-1335
PBS Project Director, **Margot B. Woodwell** • Assistant Project Director, **Herb Stein**
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American Council on Education - The Center for Adult Learning

A series of audio and video PSAs encourage people who dropped out of school to get a high school diploma by taking the GED Tests which are sponsored by the American Council on Education.

Featured spokespersons include:

- Barbara Bush
- Bill Cosby
- Waylon Jennings
- Vikki Carr - available in both English and Spanish
- Congressman Ben Nighthorse Campbell

- Ann Murray - addresses both American and Canadian audiences

These PSAs also publicize the GED Hotline Information number 1-800-62 MY GED.

Length:

Audio: :15 and :30

Video: :20 and :30

Cost: VHS - $20

3/4 inch - $30

Prices include shipping and handling.

Contact:
Jackie Taylor
American Council on Education
The Center for Adult Learning
One Dupont Circle
Suite 250
Washington, DC 20036-1193
(202) 939-9300

Dyslexia Public Awareness Association

One tape contains 4 spots about dyslexia:

- **Danny Glover Spot** features the actor discussing prevalent destructive attitudes toward dyslexic children. In this touching PSA, Glover talks about the evolution of attitudes toward dyslexia as a result of education and greater awareness.
- **Jed** is a 12-year old dyslexic boy who shares his experiences with the audience: he tells us how other kids treat him, and the difficulty he has in living up to the successes of his brother and sister.

The spots are directed by David Hemmings.

Length: :30 and :60

Cost: 3/4" or 1/2" - $35

Contact:
Jay Boccia
Ian MacDonald Productions
(310) 315-4750
(310) 315-4757

Laubach Literacy International

- **Literacy Changes Lives** features seven adult new readers speaking about positive changes that have taken place in their lives as a result of literacy. The PSA raises public awareness of adult illiteracy, and serves as a student, volunteer and donor recruitment tool for adult literacy programs.

Available on a 1" videotape, five seconds of blank tape are at the end of the tape so local literacy organizations, adult basic education programs and other agencies may tack on their names and phone numbers.

Length: :30

Cost: undecided

Contact:
Vicki Krisak
New Readers Press
1320 Jamesville Ave
Box 131
Syracuse, NY 13210
(315) 422-9121

The Learning Center

- **Closing the Gap** provides information on the National Workplace Literacy Project, highlighting the programs of the Learning Center, which aim to close the gap between literacy and modern technology.

Length: :30

Cost: undecided

Contact:
Cheryl Stone
The Learning Center
711 Milby, PO Box 248
Houston, TX 77001
(713) 221-9369

Literacy Volunteers of America

A series features Patrick Stewart of **Star Trek: The Next Generation** in three separate spots:

- Stewart talks about courage and how it is a necessary factor in order to come forward and learn to read.
- Stewart reads to a child as the focus is on family literacy. This is available in both English and Spanish.
- Also available in both English and Spanish is a PSA whose message proves how important reading is when it comes to looking for a job in the want ads.

Tags may be added locally.

Length: :30 and :60

Cost: $35

- Alex Trebek is on the set of **Jeopardy** in a series of spots on literacy student/ tutor recruitment, and **English as a Second Language** student/tutor recruitment.

Tags may be added locally.

Length: :30

Cost: $35

Alex Trebek, host of ***Jeopardy****, is featured in a series of spots in PSAs produced by Literacy Volunteers of America*

- Gordie Howe speaks about family literacy and promotes intergenerational and family relationships through reading.

  Length: :30

  Cost: $25

- An animated PSA features a little girl telling the story of her mother learning to read. It promotes family reading and the benefits of using the library

  Length: :30

  Cost: $25

- Barbara Bush appears in 2 segments of this 4 segment PSA. The other 2 segments focus on tutor recruitment.

  Length: varied

  Cost: $35

- Billie Jean King says the only way to win at anything, including illiteracy, is to meet challenges head on.

  Length: :30

  Cost: $25

Contact:
Linda Lowen, Assistant Director
Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214-1846
(315) 445-8000

WQED/Pittsburgh - PLUS

- 39 30-second spots of **Read Together, Share the Joy** show parents telling personal anecdotes of the joy they find in reading with their children and grandchildren.

Celebrities including Paul Rodriguez, Susan St. James, Ahmaad Rashaad, Jane Pauley, Phil Donahue, Big Bird, Cybil Sheppard, Ed McMahon, Patricia Wettig, Mr. Rogers, and First Lady Barbara Bush support these messages. Seven of the PSAs are also recorded in Spanish.

Length: :30

Cost: $30

Contact:
National Media Outreach Center
QED Communications
4802 Fifth Avenue
Pittsburgh, PA 15213
(412) 622-6442

PLUS and **ABC** produced Public Service Announcements that were used nationally, as did **Coors** and **The Coalition for Literacy**. For details on these PSAs, please see articles on these campaigns elsewhere in this newsletter.

Adult Basic Education Center

- Radio and television PSAs are geared toward recruiting new students while promoting literacy in the minds of the general public.

Length: :30

Cost: undecided

Contact:
Jennifer Howard
ABE
1 Main Street
Winooski, VT 05404
(802) 828-3131

Maine Public Broadcasting

- a series of five personal experience endorsements for learning to read featuring the two state literacy hotline numbers.
- **Give Us Books, Give Us Wings** was produced as a PSA series. The PSAs are encouragements to learn to read, and include state literacy hotline numbers. They may be included in breaks around programs, or combined with the MPB logo to use as station breaks.
- **Read With Me** is another literacy PSA series designed to be included in breaks around programs, or in station breaks.
- **Read Together, Share the Joy** from PLUS in six edited versions with the "Give Us Books" hotline number tag on them.

Some of these segments are adapted from national campaigns, others are locally produced.

Length: :30 and :60

Cost: undecided

Contact:
Charles Halsted
MPB Educational Services
65 Texas Avenue
Bangor, ME 04401
(207) 941-1010

Nevada State Library and Archives

KOLO-TV produced two PSAs during a statewide campaign that ran continuously through 1991

- **First Lady** features Barbara Bush and Sandy Miller (the Governor's wife) encouraging people to use the library and read together as a family.
- **Little Foot** presents delightful characters created by Dennis Rexrode and Christina Schlosser of Puppets, Inc., along with Librarian, Martha Gould. The viewer is inspired to support the local library.

Length: :30

Unavailable

New York State Education Department

- **The World** Introduces adult education students who describe the difference reading has made in their lives.
- **Len Elmore**, former New York Knicks basketball player, professes the importance of overcoming challenges and obstacles.
- **Harriet Sobol** is the wife of New York State Commissioner and also an educator. She discusses the importance of learning to read.

Focusing on students, this statewide campaign stresses the need for literacy. Local tags may be added.

Length: :10 :20 and :30

Cost: undecided

Contact:
Carol Jabonaski, Supervisor
The State Education Department
The University of the State of New York
Albany, NY 12203
(518) 474-8701

State of Illinois Secretary of State Literacy Office

- **Can't Read, Can't Write Blues** is a series of 4 PSAs for radio and television which present testimonies from adult students revealing their experiences in coming forward and admitting the need for help in learning to read.

These PSAs have been used locally and statewide

Length: varied

Cost: undecided

Contact:
Jan Grimes
Illinois State Library
300 South 2nd Street
Springfield, IL 62701
(217) 785-6925

WNPB TV

- 6 **Read to Succeed** PSAs feature famous and prominent West Virginians reading and expressing its importance.
- **Charlotte Wells** spots feature this adult student telling her own success story.

Tags may be added.

Length: :30

Cost: No Charge

Contact:
Anne Selinger
WNPB TV
191 Scott Street
Morgantown, WV 26507-1316
(304) 293-6511

Adult Literacy Action of Beaver County

- Three locally produced PSAs present reading programs that are available in Beaver County, Pennsylvania, and the number of illiterate people in the area that could be helped by them.
- produced for the Cable TV Foundation for Community Concerns, **Children** discusses the need of education in our children's lives

Length: :30

Unavailable

Adult Literacy Service

- Seven PSAs promote the Adult Literacy Service to those who cannot read. Included in the series is a spot of a woman rummaging through a medicine chest while her baby is crying. Realizing she cannot help the child because she can't read the bottles, she calls the Adult Literacy Service. Another spot included in the series features Tommy Lasorda encouraging illiterate people to get help. Adult students are interviewed in several of the spots, sharing their personal experiences.

Length: varied

Cost: undecided

Contact:
Charles F. Belmont
Vero Beach Laubach Chapter
(407) 231-4032

Amarillo Area Adult Literacy Council

- Produced for the Amarillo market, this PSA is general in nature and deals with attracting new students to the ALC program.

Length: :30

Cost: undecided

Contact:
Anite Fowlkes, Council Coordinator
Amarillo Area Adult Literacy Council
PO Box 447
Amarillo, TX 79178
(806) 373-9009

Greater Pittsburgh Literacy Council

- **Nonreader's World** is an Addy Award winning spot which depicts a jarring walk through a city where the street signs and news stands present a jumble of letters.

Length: :30

Cost: $25

Contact:
Gateway Studios
Pittsburgh, PA
(412) 471-3333

Kentucky Literacy Commission

- **Doors Slamming** is a PSA describing what the world is like to someone who can't read. Produced locally in 1992, this PSA is available for both radio and television.

Length: :30

Cost: undecided

Contact:
Audrey Hains, Executive Director
Kentucky Literacy Commission
1049 US 127 South, Annex 5
Frankfort, KY 40601
(502)564-4062

The Literacy Connection

- A series of seven PSAs features local students and volunteers expressing the value of their experiences in teaching and learning.

Length: :30

Cost: undecided

Contact:
Hugh Muldoon
John A. Logan College
Carterville, IL 62918

Mayor's Commission on Literacy

- **Can You Read** is a PSA with three clips, which aired locally in Philadelphia in 1989.

One shows a baby having a bad reaction to medicine because his father could not read the bottle.

The next clip is of a man who lost his job because he cost the company $25,000 as a result of his inability to read.

The last part of this tape presents a court room session with a woman evicted from her home. If she had been able to read, this situation would have been prevented.

This tape is available in limited quantities. It may be stripped and localized by adding a tag.

Length: 2:00

Cost: undecided

Contact:
Jim Landers
Mayor's Commission on Literacy
Philadelphia, PA 19102
(215) 875-8652

The New York Public Library

- **Reading and Writing Instructions for Adults** is a radio PSA in which the announcer encourages those who wish to learn to read and write, or those who wish to volunteer as a tutor to call The New York Public Library.

Length: :10 :20 and :30

Unavailable

READ/San Diego Minority Tutor Recruitment Campaign

- Two PSAs were produced, **The Paper** and **The Card**, as a result of the feedback obtained while conducting focus groups with minority tutors and non-tutors showing their interaction with new readers.
- **Colin Powell** is another PSA that began locally and later went statewide. He gives advice on learning to read.

Length: :30

Unavailable

WNMU-TV Northern Michigan University

Two local PSAs were produced for PLUS as entries in a contest conducted by WNMU.

- The runner up PSA asks "Where would you be if you couldn't read?" The answer is ..."Lost." Street signs are merely jumbled letters to someone who cannot read.
- A mother, carrying her child, is running down a long hallway of a hospital. Her baby needs immediate care. Because the mother is illiterate, she cannot read the signs to direct her to the emergency room. At the end of the spot we see her being tutored, and learning to read.

Length: :30

Cost: undecided

Contact:
Bruce Turner, Station Manager
WNMU-TV Northern Michigan University
Marquette, MI 49855
(906)227-1300

PROJECT LIFELONG LEARNING AIDS LITERACY STRATEGIES

A new major literacy initiative aims to improve adult literacy and lifelong learning programs in the workplace, in the community and in the family.

It focuses on five strategies that emerged through a review of current research and interviews with experts in the field of adult literacy and lifelong learning by the Institute for the Study of Adult Literacy at The Pennsylvania State University. In the project, video materials and print information are being developed and disseminated to those who offer literacy and lifelong learning programs across the nation.

The Institute for the Study of Adult Literacy at Penn State received a grant from the Office of Educational Research and Improvement, a division of the U.S. Department of Education to merge relevant research on characteristics of successful adult literacy programs in the context of the family, the community, and the workplace. The Institute has partnered with PLUS, WQED (Pittsburgh), and the Media and Learning Resource Division of WPSX-TV (Penn State University).

A December 7 teleconference will officially launch the project. This is a teleconference for literacy service providers, as well as other community, business, government, union and educational leaders and employers interested in furthering the National Education Goal 5 — that by the year 2000 all adults will be literate and have the opportunities for lifelong learning. Clips will be shown from all the video materials which include:

- three half-hour television documentaries, one for each of the three subject areas produced by WQED Pittsburgh and intended for use on-air and in literacy presentation efforts
- six public service announcements, two for each documentary, to raise awareness of literacy efforts that can be customized for local, regional or national use by any agency or project
- six staff development videos for literacy service providers produced by WPSX-TV University Park, PA - an overview and a training video in each of the three subject areas: family, community, workplace.

Print materials to support the effort include a user's guide for professionals utilizing the staff development modules, this newsletter on the history and background of public service announcements produced for adult literacy awareness, and an informational brochure.

Dissemination of the materials is intended to encourage the general public, parents, business, industry and labor organizations, community groups and educators to adopt and implement research findings and to provide audiences with strategies for improving adult literacy and lifelong learning programs.

To order **Project Lifelong Learning** print and video materials, please contact WQED. Phone: 412/622-6442, Fax: 412/622-6413. Or write to LITERACY Box INFO Pittsburgh, PA 15213.

Project Lifelong Learning Has Many Partners

The Institute for the Study of Adult Literacy at The Pennsylvania State University was established in 1985 as a result of the growing problem of adult illiteracy. Its mission includes developing a sound research base in adult literacy, leading and coordinating adult literacy services and improving practice. Funding approximating $850,000 per year comes from state and federal offices of education and commerce and private foundations. Its single largest funder is the Pennsylvania Department of Commerce, through the Appalachian Regional Commission, for projects focusing on literacy and economic development.

Each of the Institute's projects results in a practical application in the field, including collaboration between researchers and practitioners, staff development recommendations and publication of research findings. The Institute's track record in research and development of technology-based instructional models has earned international recognition, making it a leader in the field of adult literacy.

When **Project Literacy U.S.** was launched in December, 1985 by ABC and PBS, it set out to do three things: enlighten the public on the extent of the illiteracy problem and its damaging consequences; put in place community coalitions to handle an increased demand for literacy services; get the word to those who need help.

The two national broadcasters and their radio counterparts went on air with public service announcements, documentaries, features and news segments, and wove illiteracy into scripts for children's and entertainment programming.

This unprecedented collaboration between a commercial broadcaster and public television has produced results far beyond the dreams of its creators. PLUS has turned thousands of Americans and hundreds of American businesses toward community solutions for this country's shocking illiteracy problem.

WQED Pittsburgh produced PLUS for PBS. America's first community-supported public television station, WQED is a national production

center, producing some of the best-known programming on the Public Broadcasting System.

The National Media Outreach Center is a division of **WQED**. The NMOC was established in 1988 to implement community action campaigns targeted to major social issues. The center organizes local, state and national problem-solving networks, and develops print and video packages to support them. The operation and its projects are supported by public television programming and key organization alliances at all levels. Two of the NMOC's most prominent campaigns are THE CHEMICAL PEOPLE, a program to combat teen alcohol and other drug abuse, and PROJECT LITERACY U.S (PLUS), a literacy campaign co-produced with Capital Cities/ABC, Inc.

WPSX-TV is a community-oriented television station licensed to The Pennsylvania State University. WPSX is the hub of a complex set of telecommunications distribution systems that carry the programs of its creative staff to homes, schools, businesses, industries, hospitals, retirement communities: wherever people live and work.

The station was funded "to develop, through television, an extension of the University's resources to the Commonwealth." Administered through Penn State Continuing Education, Educational Communications/WPSX-TV provides a public television service, distance education and production services to audiences, students and clients within Pennsylvania and beyond.

For more than a decade, WPSX-TV has been producing programs to help adults who are functionally illiterate. The station produces higher education courses intended for live, simultaneous use in multiple classrooms, campuses and other locations where interaction between students and faculty is possible. It is that same interaction which is the foundation of an extensive program of teleconferences produced by WPSX-TV.

The **Office of Educational Research and Improvement** is the primary research agency of the U.S. Department of Education. The office funds research, library, demonstration and school improvement programs; collects and analyzes statistics; reports on the conditions of education; and disseminates information about education programs.

OERI is the nation's premier educational research and development organization. Its primary mission is to improve the equity and excellence of American education. OERI programs are tailored to all levels of schooling and content areas of instruction. The office strives to provide the reliable statistical data and high quality research needed to reform schools, achieve the national education goals, and raise student achievement levels.

ABC JOINS PLUS IN HELPING ADULTS TO READ

With the creation of PLUS in 1985, the literacy movement finally gained a commitment of sustained, in-depth exposure by the media. The commitment by ABC and PBS to literacy programs and public service announcements guaranteed that the literacy message would reach a broad audience on a daily basis.

Public service announcements form the backbone of the PLUS commitment to exposure to literacy and education issues, an ongoing presence bridging special PLUS events and programs. The commitment by Capital Cities/ABC to a full weekly schedule of PLUS PSAs on the ABC Television Network in all dayparts makes PLUS the most widely distributed public service campaign from a single source in media history.

ABC-produced PLUS PSAs made their debut in 1986 with a series of four "introductory" PSAs.

- **Bible** tells the story of a man who has just learned to read. We see him standing in a church before his children and grandchildren as he reads the Bible to the congregation.
- **Can You Read This?** shows garbled type on the television screen which introduces viewers to the difficulties faced by new readers.
- **Time Lapse** presents a man at the progressive stages of ability in learning to read with increasing skill.
- **Literacy Initiative** features President Ronald Reagan issuing the call for a national literacy movement.

These four 30 second PSAs were produced by Travisano DiGiacomo Films.

Two 1987 PLUS PSAs highlight the issues of literacy in the workplace and literacy and youth.

- **Workplace Literacy** reveals a middle-aged man coming face to face with his lack of basic skills when he has to fill out a job application in an unemployment office.
- **Literacy and Youth** demonstrates the need for children to develop reading skills early. The scene is set in a schoolyard.

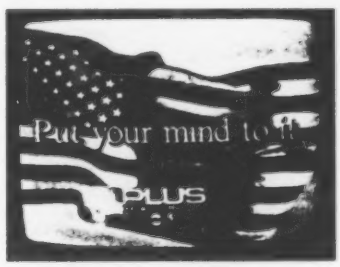
These two PSAs, each with 30 and 60 second versions, were produced for PLUS by Reeves Production Services.

The **Learner of the Month** PSA series introduced viewers to real-life new learners who spoke about

their accomplishments and feelings of pride. This series of 18 PSAs (30 and 60 second) ran from April 1987 through 1988, stimulating nearly 750,000 calls to the Adult Literacy Hotline. The U.S. Department of Education in 1987 attributed over 1 million new students in adult basic education classes to PLUS.

Youth/PLUS PSAs drew attention to the connection between the major problems facing young people; drug abuse, pregnancy, unemployment and crime, and low basic skills. A series of five 30 second and two 60 second PSAs drew this connection using examples of young people speaking in their own words. This 1988 series was produced by Winton Dupont Films.

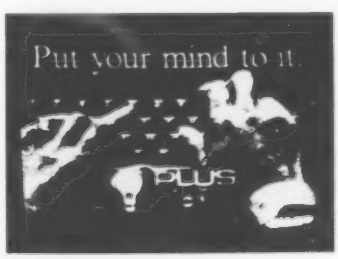
A 1989 series of PSAs, **Breaking the Cycle**, produced by PLUS focused on the need to help illiterate parents of young children gain basic skills, in order to ensure their children's ability to learn.



The 1989 **Dreams vs. Reality** PSA series again used young children speaking in their own words, this time about their dreams for the future. These dreams were juxtaposed with facts about the extent of literacy and education problems facing children in the U.S. This series of eight 30 second and 60 second PSAs, produced by Imageworks of Jackson, MS, won a Clio award, the most prestigious award in the advertising industry.

In 1990, the PLUS theme was "You can do anything if you put your mind to it," stressing individual initiative. Five 30 second PSAs, produced by Charron, Schwartz & Partners, looked at this subject from a variety of angles:

- **Brains** shows us a man's brain telling him to wake up and get to work, saying "It's boring in here!"
- In **Flag**, we see an American flag falling to tatters as an announcer recounts facts about America's education crisis.
- **Graduation** introduces a commencement speaker telling students that they'll be lucky to get a job when they graduate if they haven't gained any basic skills.
- **Typewriter** reveals the difficulties faced in the U.S. workplace when employers can't find qualified workers. The message is illustrated by a pair of hands at a typewriter.
- **Escalator** presents a man walking up an escalator that grows progressively steeper and speeds up dramatically, illustrating how difficult it is to get ahead when you don't have the skills.



Two 1991 30 second PSAs, **Tap** and **Monkey**, drew attention to the impact of a huge population of undereducated and low-skilled Americans on our nation. **Tap** and **Monkey** were produced by Charron, Schwartz and partners.

PLUS Case History PSAs illustrated the issue of workforce literacy with real-life examples of businesses that retrained workers. This series of eight 30 second and 60 second PSAs ended with a national hotline number where a caller could receive information on local job training programs.

Current PLUS PSAs end with the "Never Stop Learning" tag line, representing the broad span of PLUS to encompass more general education issues. Two PSAs, produced in 30 and 20 second versions, dramatically illustrate the "Never Stop Learning" message, that learning is important at every stage of life, not just during the school years:

- In **Homework** we see a boy ask his mother why she's bothering to do schoolwork at night after work when she's out of school anyway. She responds that by doing homework while she's working, she's taking the surest avenue to getting ahead.
- **Reunion** presents a high school reunion, where people discuss what they're doing now. It's predictable: the nerdy science whiz is an electrical engineer; the class president is in public relations. The guy who dropped out has a surprise: he's a lawyer. He reveals his secret: He dropped back in.

'LITERACY. PASS IT ON.' IS COORS' PROGRAM FOR ILLITERACY

Coors has always been committed to corporate responsibility - giving something back to the communities in which it does business. In 1990, the company focused its resources on one cause - adult literacy - an issue important to all communities.

There are 27 million adults in the U.S. who are functionally illiterate; illiteracy costs $225 billion in lost productivity annually; illiteracy impacts personal freedom, corporate success and the future of our country.

Launched in 1990, Coors' "Literacy. Pass it on." is a $40 million, five-year commitment to reach 500,000 adults with literacy services. This is one of the most comprehensive, long-term commitments by an American corporation addressing this critical issue.

To date, the success of the project manifests itself in the fact that more than 240,000 adults have been reached with literacy services. The Coors Literacy Hotline has received more than 50,000 calls, and the program has given $3.2 million in direct contributions to national and local literacy programs.

To achieve the stated program goal, Coors formed partnerships with four of the nation's leading non-profit literacy organizations; Laubach Literacy Action, Literacy Volunteers of America, Opportunities Industrialization Centers of America and SER-Jobs for Progress. Input from these partners helps direct efforts to reach the African American, Hispanic and women's communities as well as the general public.

The Coors Literacy Hotline (1-800-626-4601) was established to refer volunteers and non-reading adults to resources in their own communities. Multi-lingual referral services are available.

A national multi-media awareness campaign carries the message of the importance of literacy and promotes the Hotline to minority communities and the general public. National spokesperson Phyllis Coors, along with celebrity spokespeople: actor Danny Glover, recording artists Jeffrey Osborne, Lisa Lisa and Vanessa Williams and author Stephen Cosgrove make appearances on behalf of the program.

Impact at the grassroots level is an important complement to national programs. Coors' network of distributors can become active participants in the fight against illiteracy in their own communities. In September 1992, more than 170 distributors partnering with more than 2,500 retailers plus local media outlets and literacy groups participated in a cents-per-case promotion to generate literacy funds at the local level, increase sales and enhance distributor, retailer and brewery image.

Literacy and the African American Community

Coors has a special message to the African American youth who are not completing high school. A component of this program addresses this critical community issue. Coors has partnered with the OIC (Opportunities Industrialization Centers) as well as other key organizations to ensure future success and enhancement of individual potential through mentoring, for models and support of basic skills programs.

Through radio, magazine, newspaper, outdoor, direct mail and various other publicity efforts, Coors has communicated the message of literacy and education being "The Right Dream." An original poster series by African American artists was commissioned and reprints are available to the public.

Literacy and the Hispanic Community

Coors addresses the issue of illiteracy in the Hispanic community through a long-term partnership with SER-Jobs for Progress and a multi-media bilingual awareness campaign.

Coors' support of SER, which has 131 affiliates in 96 cities, has led to the opening of eight new SER Family Learning Centers in 1991. These community-based centers offer literacy training as well as adult education and basic job skills.

Coors' message to this community is delivered through the Univision network and other broadcast and print media.

Literacy and Women

Community Relation's Women's Program has been focusing on "Literacy. Pass it On." since its inception with donations, corporate image advertising and events and promotions.

More than 80,000 women have joined with Coors in the fight against illiteracy. Through their purchase of children's books authored for Coors by Stephen Cosgrove, more than $175,000 has been donated to women's literacy projects. Cosgrove's second book commissioned by Coors, **Read on Rita**, is advertised in major women's magazines and is available to distributors and the public for $3.95.

COORS (continued from page 9)

New this year is an eight-page advertising insert featuring comments on the issue of women and literacy by such well-known celebrities and personalities as Kathy Bates, Dixie Carter, Patti LaBelle, Joan Van Ark, Dr. Ruth, U.S. Rep. Pat Schroeder and U.S. Sen. Nancy Kassebaum.

Many women's recreational sports sponsorships including the Women's Major Slowpitch National Championship, the Women's Major Fastpitch Championship, the Coors Light Invitational Women's Softball Championship and the Coors Light Women's Beach Volleyball Tournament all benefit literacy. In addition, major national projects include the "Right to Read" program of Girl Scouts-USA, involving 200,000 Girl Scouts in more than 10,500 literary projects across the United States.

HIPPY, the Home Instruction Program for Pre-school Youngsters, brings literacy into the home and empowers low-income mothers to be educational advocates for their children. Another major program, the Literacy Transfer Project of Wider Opportunities for Women (WOW), will incorporate strategies proven in its major national study, "Teach the Mother, Reach the Child."

With funding from Coors, Zonta International has created its first national literacy program involving its North American membership. Together, WOW and Zonta will provide literacy services for over 70,000 women.

Wesleyan College and Coors have created the Literacy Training Institute in which sororities across the country commit their chapters to the issue of literacy by serving as tutors for local literacy organizations. The first two institutes will result in 1,080 collegiate literacy tutors.

There are a variety of opportunities for distributors to leverage this comprehensive national program within their own communities. For more information on Coors "Literacy. Pass it on.", contact Celia C. Sheneman at 303/277-2784.

Public Service Announcements from Coors

Pencil

This straightforward announcer spot points out the fear and frustration 27 million Americans experience because they cannot read and write. Length: **30**

New Reader

This spot features brief statements from new adult readers across the country about why they decided to learn to read and what is has meant to them. Length: **30**

These PSAs close with "To volunteer or to learn to read call the Coors Literacy Hotline 1-800-626-4601." This 800 number is a national toll-free referral line managed by the Literacy Contact Center.

NATIONAL COALITION FOR LITERACY BRINGS MANY GROUPS TOGETHER

Since 1981 these national organizations have worked together in the National Coalition for Literacy:

American Association for Adult and Continuing Education
American Association of Advertising Agencies
American Library Association
CONTACT, Inc.
B. Dalton Bookseller
International Reading Association
Laubach Literacy International
Literacy Volunteers of America
National Advisory Council on Adult Education
National Commission on Libraries & Information Science
National Council of State Directors of Adult Education

The Coalition has three major objectives:

- To develop and implement a public service advertising campaign with the AD Council and its designated volunteer agency, D'Arcy, Masius, Benton & Bowles.

The campaign objectives are to increase awareness of adult illiteracy as a large and growing problem, motivate prospective volunteers to join the national literacy movement and link them to local literacy agencies and to generate support from business.

- To respond to public interest and inquiries by providing a toll-free 800 telephone number, and a mail and phone referral service through Contact Literacy Center, Inc., Lincoln, Nebraska.
- To raise funds to support the public awareness campaign and the referral service by working with foundations such as the Business Council for Effective Literacy, corporations and agencies such as the U.S. Department of Education and others.

The Coalition for Literacy has had great impact on the problem of illiteracy.

One of the most important early results of the campaign was the number of phone calls to the toll-free telephone referral service staffed by the Contact Literacy Center, Inc. Gary Hill, Contact President, reported receiving more than 337,145 calls from prospective students and volunteers. These calls increased from 31,749 in 1985, 119,153 in 1986, to 186,243 through September 1987. In 1986 55% of these calls were from volunteers and 36% were from students. This is in addition to the network of state and local hotlines, which carried most of the burden.

The Contact Center, Inc. increased its capacity to deal with this by adding new and necessary technology. Their staff increased from 15 to 18 full-time workers and volunteer hours greatly increased. The telephones showed high demand after television appearances by coalition-related speakers, strategically placed prime-time ads and several TV features. Faster response to inquiries was assured by using first-class mail, giving local numbers on the phone when possible and developing computer software to generate responses automatically.

The Contact Literacy Center began in 1978 as a project of the American Association of Advertising Agencies, and continued that affiliation through the Coalition for Literacy. The Center served as the national clearinghouse for the Coalition and responded to requests for information. The hotline was also used by various groups and organizations to respond to publicity on the problem of adult illiteracy nationwide.

New state literacy coalitions have been formed in more than half of the states. In many cases, these groups were formed as a result of Coalition activity. A regional planning conference in the Southwest was supported by the Coalition and technical assistance was provided for new state planning efforts in Washington, Oregon and other areas. The growth of literacy efforts has been unprecedented.

In June, 1986, Anabel Newman, Indiana University, published an evaluation of the impact of the Coalition's Volunteer Against Illiteracy campaign. She described increases in public awareness and resources devoted to adult literacy. Among the findings, the study indicated that awareness of the problems confronting illiterate adults and out-of-school youth in the United States increased measurably. In the first year that this campaign had been running, awareness of functional illiteracy as one of the nation's worst problems increased from 21 percent to 30 percent of the American public. There was a substantial increase in inquiries made to the Contact Center. Nearly 40,000 Americans have volunteered their time and skills to tutor functionally illiterate adults in response to the public service advertising campaign. Newman reported that over $32,095,000 was contributed by the media in time and space for the advertising campaign during its first year. Enrollments in literacy programs were up over nine percent from 1985. Requests to volunteer to the two major volunteer literacy groups, Laubach Literacy International and Literacy Volunteers of America, were up over 100 percent. There was also a marked increase in grant giving and donation of in-kind services to adult literacy from foundations, business and industry.

Many recent literacy related success stories can be attributed directly or indirectly to the Coalition's work and to its public awareness campaign. For example, the Coalition played an important advisory role in PLUS and the U.S. Department of Education's Adult Literacy Initiative.

Recent successes include:

- Formation of the U.S. Department of Education's Adult Literacy Initiative, which attempts to consolidate federal activities and promote coalition building among the many organizations concerned about illiteracy.
- Release of major surveys and studies which provided more accurate data about the current status of illiteracy and its effects in the United States, for example, the 1985 California "Literacy, Employment and the California Economy," the U.S. Department of Education's report "The Literacy Challenge, a Report of LSCA Literacy Activity," the National Assessment of Education Progress's "Profiles of America's Young Adults, 1986," the U.S. Department of Education's "English Language Proficiency Survey, 1986," and the special report of the National Advisory Council on Adult Education "Illiteracy in America: Extent, Causes and Suggested Solutions."
- Increased coalition building at the state and local levels among libraries and other organizations such as Laubach International and Literacy Volunteers of America.
- Continuing efforts by the Business Council for Effective Literacy, which generates interest and support for literacy initiatives among business leaders.
- and PLUS, an unprecedented cooperative effort between Public Broadcasting Service and ABC, two major national broadcasters that joined forces in a common public service effort in the Fall of 1986.

Having concluded a very successful public awareness campaign, the Coalition members decided to launch a second phase. The Coalition has established the following goals and believes that it is important for these major organizations

with a continuing concern about illiteracy to meet quarterly: to provide regular communication among members, to stimulate other public awareness efforts, to provide a forum for presenting relevant research and development projects, to establish policies and provide advice, to influence public policy and relate them to state programs. At the moment, the Coalition for Literacy is reviewing the membership of the Coalition and considering inviting other groups to join in the continuing battle against adult functional illiteracy.

AMERICAN LIBRARY ASSOCIATION OFFERS SPECIAL LITERACY PSAs

Raisin Rap - The California Raisins rap about reading. It is available on 3/4" videocassette.
Length: :30 Cost: $35

Check Out A Job directs job seekers and career changers to the library. Two versions of this spot are available. One is tagged to ALA, the other one has extra tape for local tag. 3/4" videocassette.
Length: :30 Cost: $35

Read to Someone You Love features Bill Cosby encouraging this enjoyable activity.
Length: :30 Cost: $35

Be Cool is an MTV-style video that delivers the message "you've got to be cool on the inside, too."
Length: :30 Cost: $35

To order these PSAs, call toll free, 800-545-2433.

PLUS UPDATE

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